

ADULT CORRECTIONS OFFICER CORE TRAINING COURSE MANUAL

State of California, Board of Corrections

Standards and Training for Corrections Program

600 Bercut Drive
Sacramento, California 95814
(916) 445-5073

Charles W. Page, Jr.
Deputy Director

Shelley Montgomery
Standards Manager

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1985, 1987, 1988, 1990, 1994, 2000

Board of Corrections staff who worked on this revision.

Shelley Montgomery, Standards Manager

Wayne Landberg, Field Representative

Tess Dobbs, Staff Services Analyst

Chuck Uno, Criminal Justice Consultant

Ron Jenkins, Field Representative

John Berner, PhD, Research Consultant

Rebecca Parker, PhD, Research Consultant

Charlene Aboytes, Field Representative

Don Truhett, Fire Safety Consultant

Ellie Shelton, Deputy State Fire Marshal

ACKNOWLEDGEMENTS

Many local corrections practitioners contributed to the successful curriculum revision project of 1999-2000. The agencies they represent reflect the demographic diversity of California's local detention systems. Additionally, training providers, instructors and other subject matter experts gave valuable input during the revision process.

The Board of Corrections is extremely grateful to all those who volunteered their time and hard work in making this revision process successful. Their support and assistance, along with their agencies' generous contribution of their time, enables California to maintain the most comprehensive and current training program for entry-level adult corrections officers. The Board of Corrections wishes to thank the following individuals who participated in this project:

Dendy Hunt Trinity Sheriff's Dept.	Jerry Wernli Placer Sheriff's Dept.	Ed Clites Santa Rosa Training Center
Jan Grossman Trinity Sheriff's Dept.	Mike Harris Placer Sheriff's Dept.	Christina Williams Santa Ana Police Dept.
Kevin Phillips Mariposa Sheriff's Dept.	Dennis Griffin Humboldt Sheriff's Dept.	Ken Burgess San Francisco Sheriff's Dept.
Rich Parrish Mariposa Sheriff's Dept.	Dean Flint Humboldt Sheriff's Dept.	Kerry Bulls Taft College (W.E.S.T.E.C.)
Dave Walker Costa Mesa Police Dept.	Paul Miyamoto San Francisco Sheriff's Dept.	Jim Childers Tuolumne Sheriff's Dept.
John Carlyle Costa Mesa Police Dept.	Edwin James San Francisco Sheriff's Dept.	John Copher Fresno Sheriff's Dept.
Bob Coats Amador Sheriff's Dept.	Greg Little Fresno Sheriff's Dept.	Jaime Mendoza Santa Ana Police Dept.
Tom Guerra Amador Sheriff's Dept.	Elias Mendez Fresno Sheriff's Dept.	Valerie Spinks San Francisco Sheriff's Dept.
Dave Devogelaere Nevada Sheriff's Dept.	Francisco Brambila San Diego Sheriff's Dept.	Karen Lovie Humboldt Sheriff's Dept.
Tess Kingsbury Nevada Sheriff's Dept.	Darlene Takala San Diego Sheriff's Dept.	Steve Traverso Stanislaus Sheriff's Dept.
Yordchai Brown Oakland Police Dept.	Latosha Waldon San Joaquin Sheriff's Dept.	Dean Growden Lassen Sheriff's Dept.
Ed Fernandez Oakland Police Dept.	David Oram San Joaquin Sheriff's Dept.	Wanda Epps Los Angeles Police Dept.
David Weber Madera Dept. of Corrections	Donald Mills Los Angeles Sheriff's Dept.	William Naber Naber Technical Enterprise
Wendell Davis Madera Dept. of Corrections	Joseph Badali Los Angeles Sheriff's Dept.	Gordon Olsen Olson Enterprises
Frank DeRocher Tuolumne Sheriff's Dept.	Jerry Gutierrez Riverside Sheriff's Dept.	Terence Clippinger Training Mgmt. Consulting
J.P. Jones Tuolumne Sheriff's Dept.	Renee Lowe Los Angeles Sheriff's Dept.	Gary Schoessler Yuba Community College
Chris Ford San Joaquin Sheriff's Dept.	David Kurtze Fresno Sheriff's Dept.	Andrew Crider Fresno City College
Mary Castillo Santa Ana Police Dept.	Vickie Nelson San Joaquin Sheriff's Dept.	Wendy Cooper Sonoma Sheriff's Dept.
Ann Matulin Santa Ana Police Dept.	Ron Fields Victor Valley College	Darlene Conley Shasta Sheriff's Dept.
Betty Kelly South Bay Regional Public Safety Center	Leslie Brown Sacramento Public Safety Center Training Center	

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INTRODUCTION

Purpose and Scope of This Manual

The primary purpose of this **Core Training Manual** is to present the core curriculum and design specifications for the Adult Corrections Officer Core Course. This information is essential for training providers for the presentation of the entry-level core course and to receive and maintain STC certification. It is also of significant benefit to local corrections departments in the training of new adult corrections officers.

Note: This manual can be downloaded from the Board of Corrections web site: www.bdcorr.ca.gov.

The manual also provides a brief summary of how the curriculum was revised, assumptions underlying the development and revision of the curriculum and how the course specifications may be used to prepare course lectures, lesson plans, tests and materials. For more in-depth coverage of certification procedures, structure and core course delivery requirements, training providers are encouraged to thoroughly read the Board's **Handbook for Presenting Core Courses**.

The Core Training Manual is divided into several sections. Section A provides a description of the adult corrections officer job as the majority of corrections officers who work in local facilities in the state perform it. This section also includes an overview of the 1999-2000 curriculum revision process and the assumptions guiding the process.

Section B presents a summary of the results of the 1999-2000 job analysis and resulting curriculum revision.

Section C presents an overview of the revised Adult Corrections Officer Core Course in topical outline form. This outline shows the time to be spent on each module and unit and a suggested sequence of the topics.

Section D presents the prescribed objectives for the course. These objectives are the fundamental building blocks of the curriculum. They provide the goals toward which trainees will strive and the basis for developing methods to evaluate instructional effectiveness.

Section E contains the Test by Instructional Objective Index. This index identifies the instructional objectives that are to be included in each Job Knowledge, Written Skills and Behavior Skills test in the course. The index also provides the minimum number of test questions to be included in the Job Knowledge Tests.

Section F consists of the Objectives by Core Task Index. This index documents the relationship of each course objective to one or more important adult corrections officer core tasks – tasks defined as important and commonly performed by the majority of adult corrections officers statewide.

Section G presents the full list of adult corrections officer core tasks. The core task statements will allow the reader to examine in detail the relationship between course objectives and the narrative statement of each validated core task.

Section H presents the prescribed curriculum for the Adult Corrections Officer Supplemental Core Course (supplemental to the Peace Officer Standards and Training Basic Academy). This 56 hour course is designed for the adult corrections officer who has successfully completed the POST Basic Academy and is assigned to the jail.

Two separate documents, entitled **Knowledge/Skill Maps** and **Physical Tasks Training Manual** accompany this **Core Training Manual**. The **Knowledge/Skill Maps** contain valuable resource information about the core tasks, arranged in a format that groups related core tasks. In addition to linking the **Knowledge/Skill Maps** to the core tasks, each group of core tasks in the maps is described more fully

in terms of the value, prerequisites and steps of performing the core tasks. This information will assist providers and instructors when they develop their lesson plans and test questions. A more complete explanation of how the maps relate to the course is contained in the introductory pages of the maps manual.

The **Physical Tasks Training Manual** describes the curriculum for instructing trainees on techniques and practice methods to perform physically demanding tasks (running, lifting, carrying, etc.) and to support the trainees ability to perform the tasks specified in *Restraint Techniques* and *Fire and Life Safety* (Unit #8 and Unit #20, respectively, in this **Core Training Manual**). The **Physical Tasks Training Manual** includes a description of four work simulations of physical tasks as well as benchmark minimums for testing on performance of these tasks. This manual is required reading for all physical tasks performance instructors who will be the trainers for the **Adult Corrections Officer Core Course**.

Effective Date for Delivery of This Curriculum

The effective date for the prescribed curriculum detailed in this manual is July 1, 2001. However, STC training providers may begin delivering this curriculum prior to the effective date if the revised curriculum has been certified by the Board of Corrections. Certification documents must be submitted to STC sixty (60) days prior to the first delivery of this new curriculum.

Since virtually all of the course objectives, physical tasks protocol, testing methodologies and knowledge/skill maps were evaluated and subsequently revised, training providers must also update their presentations, lesson plans, and Job Knowledge Test items to reflect these changes.

Please feel free to contact the Board of Corrections for any assistance needed in fulfilling these certification requirements: (916) 445-5073.

SECTION A. OVERVIEW

Description of the Adult Corrections Officer Job

The adult corrections officer job can differ from one county or city to another and from one assignment to another in the same jurisdiction. This training course relates to the activities or tasks performed by the majority of adult corrections officers throughout the state, regardless of the location, size, budget, etc. of the employing agency.

The description of this “core” job comes from two basic sources. First, the overall mission of the adult corrections officer job and its place in the California Criminal Justice System are established in state law. The second source of information about the core job comes from the statewide job analysis research conducted periodically by the Standards and Training for Corrections (STC) Program of the California Board of Corrections.

Drawing upon each of these sources, the following describes the core job in terms of its: (a) overall mission, (b) role and function in the California Criminal Justice System, and, (c) major tasks and responsibilities.

Mission of the Adult Corrections Officer. The adult corrections officer is to ensure a safe, secure and humane environment for those persons who have been legally incarcerated and to protect society from those persons who represent a danger to the community and to themselves.

Role and Function of the Adult Corrections Officer. The role and function of the adult corrections officer is to ensure that those persons entrusted to his/her care are provided with a decent and humane environment, protected from those who would harm them, and prevent them from harming themselves or others. A further role may be to provide services and/or behavioral controls that would aid in the correction of the inmate’s behavior and aid them whereby they may be permitted to return to the community.

Major Tasks and Responsibilities. The major tasks and responsibilities of the adult corrections officer job in local detention facilities in the State of California have been defined in the periodic statewide job analyses conducted by the Board of Corrections. For the purposes of this manual, only the highlights of the most recent job analysis conducted in 1999-2000 are presented.

The primary data gathering instrument in the job analysis was a structured task questionnaire completed by adult corrections officer job incumbents and supervisors. The ratings from these questionnaires were used to identify the core tasks upon which this curriculum is built. For a more detailed report on the 1999-2000 job analysis, please refer to STC documents describing this study.

All core tasks identified in the research are listed in this manual in Section G. Contained below is a summary of the content of the core job.

Receiving, Booking and Releasing

- Obtain information for receiving and/or booking purposes and filling out receiving/booking forms
- Search, photograph, fingerprint inmates
- Log inmate property, money
- Issue identification devices, clothing
- Classify for appropriate housing
- Review court order, dispositions, probation/parole papers
- Determine release date
- Perform paperwork for releases

Escorting and Transporting

- Verify inmate, transportation officer identities
- Apply appropriate restraints
- Escort inmates to, or holding in, desired locations inside or outside facility

Report Writing and Record Keeping

- Write reports dealing with inmate behavior and officer response (e.g., incident, disciplinary report, etc.)
- Keep routine records of inmate movement, personal data, activities and authorized visitors

Supervising Non-inmate Movement and Visitors

- Admit, release and log inmate visitors
- Screen, search visitors and supervise visits
- Search articles left by visitors for inmates

Supervising Inmates

- Select inmate workers
- Get inmates up and ready for work, court, etc.
- Supervise inmate work
- Prepare inmates for work
- Supervise facility cleaning by inmate workers
- Manage inmate programs
- Supervise inmate meals
- Supervise inmate recreation
- Monitor inmate activity
- Maintain discipline
- Address inmate concerns
- Supervise phone calls
- Observe and monitor communications among inmates

Searching and Securing

- Watch for potential disturbances
- Lock and unlock cells and gates
- Take and verify inmate counts
- Count, log keys
- Search inmates
- Search cells and dorms
- Perform security checks and/or rounds
- Identify, collect and preserve contraband and/or evidence

Verbally Communicating

- Communicate with staff within the facility
- Call, report and inform
- Respond to inmate and visitor questions
- Communicate with the courts
- Testify in court

Managing Inmate Hygiene, Mail and Commissary

- Inspect facility for cleanliness
- Manage commissary
- Conduct laundry exchange
- Issue hygiene supplies
- Supervise cosmetology services
- Receive and inspect inmate mail

Monitoring Medical and Psychological Services

- Accompany medical staff
- Intervene in crises
- Refer inmates for appropriate evaluation and services
- Identify and prevent suicide attempts

Performing Physically Demanding Tasks

- Physically subdue violent inmates
- Separate fighting inmates
- Lift, carry, drag heavy objects (inmates and equipment)
- Walk, stand for long periods of time
- Run to the scene of a disturbance
- Perform cell extractions
- Handcuff and apply restraints

Handle Emergencies, Fire and Life Safety Issues, Evacuation

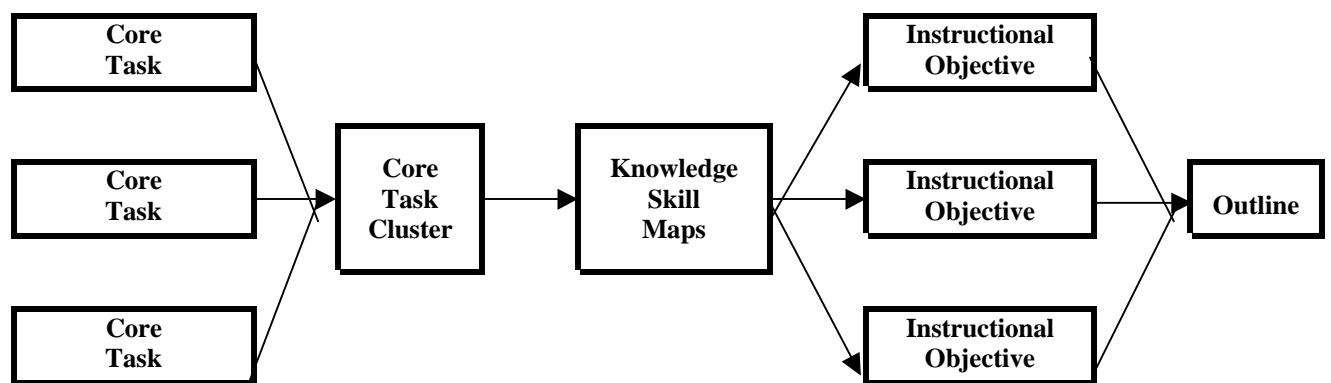
- Administer CPR and First Aid
- Extinguish fires
- Evacuate inmates
- Investigate accidents or crimes

Overview of the 1999-2000 Revision Process

The process for design of the core course is described below:

1. Core tasks applicable to the majority of adult corrections officers statewide were identified through a job analysis.
2. Core tasks were grouped into related clusters of tasks.
3. The groups of core tasks were analyzed to determine what knowledge and skills are necessary to perform these groups of tasks. This analysis generates a knowledge/skill map. Each map specifies the value, prerequisites, resources, principles and steps required to perform the group of tasks.
4. Course objectives were generated from the knowledge/skill maps.
5. Testing specifications were determined for each performance objective.
6. Course objectives were arranged into units and subunits (called modules) of instruction.
7. Units and subunits were arranged in a building block sequence.

The following graphic illustrates the course design process:



The 1999-2000 revision was conducted through a variety of types of input including surveys, focus groups and task force meetings with practitioners, trainers, providers, supervisors, training managers and subject matter experts who participated in the following phases of the process.

Phase I: Job Analysis

- Identification of core tasks
- Revision of Knowledge/Skill Maps

Phase II. Revision of Instructional Objectives and Testing Specifications

Phase III. Revision of Physical Tasks Curriculum

Phase IV. Development of New Course Outline

Assumptions Guiding Development of the Course

Training design involves a series of decisions, many of which are critical to producing an effective instructional program. For example, the designers must repeatedly make decisions regarding the inclusion or exclusion of specific content in the training course. While such decisions are often complex and difficult, they are much more easily made if some basic assumptions or parameters have been established for the project. The assumptions that guided the development of the Adult Corrections Officer Core Course are presented below.

Assumption #1: The content of the training course must be job related.

This assumption refers all decisions on training content, methods, and format back to the actual demands of the adult corrections officer's job. To the extent that knowledge or skills are not essential to job performance, they are not included in the training course.

Assumption #2: The training course should specify the training needed by "entry-level" adult corrections officers who have no prior training or experience in corrections.

This assumption identifies "entry-level" corrections officers as the target audience for the core training course. The training needs of experienced corrections officers are not covered by this course. Although some entry-level corrections officers may have some background in corrections, the assumption of no prior training or experience ensures that the core training course will cover the needs of all entry-level personnel, even those with no background at all.

Assumption #3: The training course should specify only those knowledge and skills that are essential for the newly hired corrections officer to meet minimum performance standards for entry-level personnel and to obtain maximum benefit from subsequent on-the-job training and experience.

The core training course should not be expected to produce an experienced corrections officer capable of handling every job assignment. The core training course provides the trainee with the basic concepts and skills necessary to make sense of the job and to accelerate the learning process.

Assumption #4: Trainees will complete the entire core training course prior to their first actual work assignment.

Assumption #4 is derived from Assumptions #2 and #3. Since trainees are assumed to have no prior background in corrections, the core training course should be completed before trainees begin to accumulate experience on the job. Following from Assumption #3, trainees should complete the core training course prior to their first work assignment because this will allow them to most efficiently learn from their on-the-job experience and achieve proficiency as soon as possible.

Assumption #5: The core training course should be administratively feasible and efficient.

To enable every training provider to operate within certain administrative constraints (e.g., time, budget, personnel, etc.), the course was designed with the following considerations:

- **Daily Schedule**

Daily course schedules are designed to be 8 hours per day, 5 days per training week.

- **Testing Periods and Methods**

The Job Knowledge Tests (multiple choice paper and pencil tests) are designed to be scheduled in blocks at the beginning or end of a training day when possible. This will provide for the use of a test proctor to monitor this type of testing, rather than the instructor.

The multiple choice test format is the preferred testing methodology for measuring knowledge-based objectives because of its proven value in measuring many different types of learning and its low cost.

The performance tests (Written and Behavior Skills Tests) are to be administered by the designated instructor during the process of training delivery.

- **Instructional Methods**

The traditional classroom training model is the preferred training delivery format for much of the curriculum. This allows for a variety of delivery methods (lecture, class discussion, demonstration, case study, and role-playing) along with the use of supportive multi-media technology.

It is recommended that adult learning styles guide the delivery of this course and that trainee participation is encouraged where appropriate. When developing their lesson plans, instructors are strongly encouraged to seek opportunities to engage the trainees in hands-on application of the material and to limit the amount of time spent in the lecture format. This will necessitate more instructor planning time “up front” before delivery of the training, but less instructor “on stage” time during the presentation. Please refer to the **Handbook for Presenting Core Courses**, specifically the section on “Choosing Effective Training.

SECTION B. SUMMARY OF CHANGES TO THE CURRICULUM

The curriculum underwent a comprehensive revision process that resulted in a number of significant changes to both the content and the structure of the course. Presented below are highlights of the major changes.

Content Changes

Professionalism and Ethics: A new four-hour unit (now Unit #4) was created to cover *Professionalism and Ethics*. This unit focuses specifically on ethical and professional issues related to a correctional environment. The structure of the unit allows for ample time to discuss the nuances of this topic and to explore various types of situations as well as ways to deal with problematic behavior. There is limited testing in this unit as the goal is to raise awareness.

Classification of Inmates: An additional four (4) hours was added to this unit (now Unit #5) to cover gangs and gang related issues. This material includes new objectives that address strategies to monitor, prevent and control gang activity in a local correctional facility.

Interpersonal, Tactical and Practical Communication: An additional two and one quarter hours was allocated to this unit (now Unit #7) with a particular emphasis on developing effective interpersonal communication skills. Several opportunities to practice these skills are incorporated into the unit.

Assaultive Behavior and Restraint Techniques: This unit (now Unit #8) expanded significantly from a previous eight (8) hours to a revised twenty-eight (28) hours. The new curriculum is designed to be presented in several segments throughout the course. The instructional objectives are written with such flexibility that a variety of approaches can be presented depending on the instructor's preferences yet maintain the continuity of handling basic situations applicable in different facilities statewide. The emphasis is to teach a limited number of techniques with adequate time for the trainee to develop competency with these new skills.

This unit also includes three hours on cell extraction.

Report Writing and Record Keeping: Fourteen hours of additional time was added to this unit (now Unit #12) increasing the total hours from six (6) hours to twenty (20) hours. Further, this unit was extensively rewritten. It borrows heavily from the training design in the POST Basic Academy with an emphasis on organization and essential content versus mechanical aspects (spelling, grammar, etc.). There is significant time included in this unit for the trainee to practice writing and to obtain feedback on the product. The new curriculum is designed to be presented in several segments throughout the course.

Supervising Inmates: This unit (now Unit #13) increased by four (4) hours to include a module on *Manipulation of Staff by Inmates*. Feedback from the agency representatives who reviewed this curriculum indicated a need to develop awareness and skill for newly hired corrections officers to avoid being manipulated by "seasoned" inmates. This module may be presented in conjunction with other areas of the curriculum besides Supervising Inmates. For instance, it could be included just after Unit 4: Professionalism and Ethics.

Monitoring Psychological and Physical Health: Module 15.3, entitled "*Suicide Issues*", of this unit (now Unit #15) is now comprised of four (4) hours dealing specifically with suicide risk factors, identification and intervention techniques. This increases the unit from eight (8) hours to twelve (12) hours.

Emergency Procedures: Coverage of this material increased from five (5) hours to ten (10) hours. This unit (now Unit #20) places greater emphases on *Planning and Fire and Life Safety*. The *Fire and Life Safety* module (20.2) is now eight (8) hours and closely follows the material specified in the State Fire Marshall regulations and Guidelines for Fire and Life Safety in Juvenile and Adult Detention Facilities. In most cases, completion of this training as outlined in the core course will satisfy the Minimum Jail

Standards requirements for training in Fire and Life Safety specified in Title 15, Section 1028. A separate publication is available from the Board of Corrections as a resource to instructors for this module.

Physical Tasks Training: This unit (now Unit #22) changed significantly both in terms of the number of hours (from 12 to 21) and specifications. The updated curriculum includes techniques for successfully performing the work simulation tests (dummy drag, stair run, etc.) as well as updated protocol for improving performance on other physically demanding tasks associated with *Restraint Techniques* and *Fire and Life Safety*. The revised curriculum includes a self-assessment, safety guidelines, updated practice routines, and development of an on-going plan for each trainee to follow to improve abilities for performing the physical tasks of the job.

- **Stretcher carry eliminated:** The two-person stretcher carry was eliminated from the physical skills testing portion of the curriculum. As indicated above, the Behavior Skills Test was also deleted. This elimination was based on unanimous input from the agency representatives who participated in the task force meetings for revision of the curriculum. According to these representatives, corrections officers no longer use stretchers.

Board staff followed up on this input by conducting a limited telephone survey of other agencies to determine the use of stretchers. The task force feedback was supported: If an inmate needs to be transported by a stretcher, in all but a few agencies, medical staff, rather than corrections officers, perform this function and the use of gurneys has largely replaced stretchers.

Further, the corrections officer representatives indicated that training on stretchers was problematic from a training perspective for two reasons:

- 1) use of stretchers is obsolete and thus the stretcher carry is no longer job related; and,
- 2) availability of stretchers for trainers is limited (e.g., agencies that provide their own training have stretchers only for the purposes of training).

CPR and First Aid: Based on feedback from the task force representatives plus anecdotal information since the 1994 revision, there are a wide variety of CPR and First Aid courses used by local agencies. This diversity ranges from the need for a 4 hour “community” CPR course to a 21 hour “first responder” CPR course.

At the root of this diversity is the fact that CPR and First Aid is regulated by the state Emergency Medical Services Agency. This agency delegates the determination of hours and content to individual county or regional Red Cross and American Heart Association Chapters and provides for a variety of “equivalent” courses. Thus, conceivably, an entry-level corrections officer could take one version of the CPR and First Aid course as part of the Core Course only to be required to take additional training once back at his/her local agency.

From a practical standpoint, many agencies maintain their own agency provided CPR and First Aid course certifications and routinely train their newly hired corrections officers in CPR and First Aid several weeks prior to sending them to Core training. This results in a repetition of training or the need for special arrangements by training providers to excuse the trainees from that part of the corrections officers course.

Because of these issues, many core training providers do not provide CPR and First Aid as part of their core course (or handle it as a separately certified course) and make note of this exclusion on the Core Course Completion Certificate.

Therefore, it seemed most efficient to eliminate the CPR and First Aid hourly requirement from the core course, allowing agencies to satisfy this requirement at the local level. Despite these changes, it is important to note: *Successful completion of CPR and First Aid continues to be a requirement for all entry-level corrections officers within the first year of employment as a corrections officer.*

Structural Changes

Total Course Hours: As noted above, the minimum total course hours has been increased from 116 hours to 176 hours. The effective date for required presentation for this expanded course is scheduled for January 1, 2001.

Administrative Time Added: Four hours of classroom administrative time was created in the course curriculum to allow for such activities as orientation, classroom review of the Job Knowledge Tests, recapping of information to provide continuity from one instructor to another, handling logistical aspects of the course such as clothing changes for Physical Tasks training, and evaluations.

Job Knowledge Tests: Both the sequencing and the configuration of the Job Knowledge Tests was revised. There are now five (5) suggested configurations of Job Knowledge Tests versus forty-one (41) from the previous curriculum. This grouping of Job Knowledge questions into five (5) tests is an arbitrary designation and need not be followed should a provider wish to modify the curriculum from the suggested outline in Section C of this manual.

Testing Time: The time allocated for administration of the Job Knowledge Tests was increased by fifteen (15) minutes from three (3) hours and forty-five (45) minutes to a total of four (4) hours.

Job Knowledge Test Questions: The total minimum number of required test questions specified in the revised curriculum has been reduced from five hundred ninety three (593) to four hundred eighty (480).

Written Skills Tests: The total number of Written Skills Tests required in the revised curriculum was also reduced from twelve (12) in the prior version to now ten (10).

Behavior Skills Tests: The number of Behavior Skills Tests increased significantly from ten (10) to thirty-eight (38) for the revised curriculum.

Percentage Designation for Instructional Objectives: The percentage designation for instructional objectives was eliminated. Previously, each objective was assigned a percentage value to indicate the relative emphasis of the objective within the module. This designation was dropped to avoid possible misinterpretation that the percentage should be translated into an exact time allocation.

Instructional Objective Verbs: Several trainee behavior descriptions (verbs) called for in the instructional objectives were modified to guide instructors toward adult learning methodologies that encourage trainee participation. For example, the verb “identify” in several of the objectives was changed to a verb such as “explain”, “describe”, “discuss”, “compare”, etc. Please note that most of these objectives continue to require testing.

Instructional Objective by Task Index: This index links each objective to the underlying core task(s). This index was revised to identify only the core tasks most germane to the objective. (Please note that some core tasks are not addressed in training at all. The skills, knowledge and abilities required to perform these tasks are considered to be pre-hire requirements, e.g., the ability to read, drive a car, etc.)

Equipment: Two units now include objectives with implications for special equipment. Module 8.9 in Unit #8 covers a variety of restraint devices, such as restraint chair, restraint wraps, flex cuffs, etc. The provider, in consultation with the participating agencies, may elect to teach this module using one or two restraint devices of their choice.

Module 20.2 in Unit #20 covers Fire and Life Safety issues. Several of the objectives in this module require special equipment such as fire extinguishers, hoses, nozzles and self-contained breathing apparatus.

In many cases, trainers have agency-owned equipment at their disposal to use in teaching these modules. However, should the provider need to purchase special equipment in order to effectively teach this module,

the cost of the equipment may be incorporated into the Request for Certification in accordance with the Policies and Procedures Manual for Training Providers.

The need for fingerprint rolling equipment in the course was eliminated. Based on input from agency representatives as well as training providers, the actual rolling of prints in a classroom setting was determined to be an inefficient use of instructional time. This instruction can be handled more efficiently through on-the-job training. Further, the emergence of new technology in this area renders the ink-pad rolling task less relevant.

Emphasis: As reflected in the revisions to testing protocol (more hands-on skills testing versus multiple choice paper and pencil tests) and the refinement of trainee behavior descriptions in the instructional objectives (action verbs versus knowledge verbs), increased trainee participation and involvement is encouraged, and, in some cases, required. It is hoped that this design will offer trainees a more engaging core training experience consistent with adult learning styles and is more conducive to retention and mastery.

SECTION C. CORE TRAINING COURSE OUTLINE AND UNIT SCHEDULE – 176 HOURS

This section presents an outline, by Units and Modules, of the Adult Corrections Officer Core Training Course. The units and modules are hierarchically sequenced, since each curriculum subject is generally dependent on the subject matter that precedes it, which is conducive to learning experience for the trainees/students. The minimum instructional time frames are noted for each unit and their modules. The allocation of times for the administration of the Job Knowledge Tests are not listed in this outline.

Course Outline

UNIT 2.0 (3 hours)	CALIFORNIA CRIMINAL JUSTICE SYSTEM ORIENTATION
Module 2.1	Roles and Responsibilities of the Corrections Officer (1)
Module 2.2	Adult Criminal Justice System and Process (2)
UNIT 3.0 (8 hours)	CODES, STATUTES, AND OTHER LEGAL DOCUMENTS
Module 3.1	Legal Foundations of Incarceration (1)
Module 3.2	Reference Use of the Codes (1)
Module 3.3	Constitutional Rights, Civil Rights, and Case Law (2)
Module 3.4	Legal Issues Regarding Confidentiality and Accessing Records (4)
Unit 4.0 (4 hours)	PROFESSIONALISM AND ETHICS
Module 4.1	Professionalism and Ethics (4)
UNIT 5.0 (10 hours)	CLASSIFICATION OF INMATES
Module 5.1	Factors Affecting Classification (1)
Module 5.2	Implications of Classification (1)
Module 5.3	Gangs and Subcultures in Institutions (8)
UNIT 6.0 (5 hours)	CONTRABAND
Module 6.1	Identifying Contraband (1)
Module 6.2	Handling Contraband (2)
Module 6.3	Evidence (2)
UNIT 7.0 (10.25 hours)	INTERPERSONAL, TACTICAL AND PRACTICAL COMMUNICATIONS
Module 7.1	Interpersonal Communications (9)
Module 7.2	Communications with Co-Workers (1)
Module 7.3	Responding to Telephone Calls (.25)

UNIT 8.0 (28 hours)	ASSAULTIVE BEHAVIOR AND RESTRAINT TECHNIQUES
Module 8.1	Principles of Use of Force (2)
Module 8.2	Principles of Use of Restraints (.5)
Module 8.3	Defensive Tactics – Footwork and Balance (1)
Module 8.4	Defensive Tactics – Falling (1)
Module 8.5	Defensive Tactics – Control Holds (5)
Module 8.6	Defensive Tactics – Take-Downs (4)
Module 8.7	Defensive Tactics – Ground Control Techniques (4)
Module 8.8	Handcuffing and Searching a Handcuffed Inmate (3)
Module 8.9	Mechanical Restraints and Safety Cell (2.5)
Module 8.10	Defensive Tactics – Escaping Techniques (2)
Module 8.11	Cell Extractions (3)
UNIT 9.0 (5 hours)	BOOKING AND RECEIVING
Module 9.1	Receiving Inmates (1.5)
Module 9.2	Booking Inmates (1.5)
Module 9.3	Processing New Inmates Prior to Housing (1)
Module 9.4	Orienting New Inmates (.5)
Module 9.5	Issuing Supplies to New Inmates (.5)
UNIT 10.0 (2.25 hours)	RELEASING
Module 10.1	Verifying Identity Prior to Release (.5)
Module 10.2	Returning Property Prior to Release (.25)
Module 10.3	Reviewing Bail Bonds (.5)
Module 10.4	Processing Release on Own Recognizance (.25)
Module 10.5	In Custody Releases (.5)
Module 10.6	Time Served Releases (.25)
UNIT 11.0 (7 hours)	MAINTAINING SECURITY
Module 11.1	Basic Precautions (.5)
Module 11.2	Searching the Facility (2)
Module 11.3	Security Rounds (1.5)
Module 11.4	Counting and Locating Inmates (.5)
Module 11.5	Conducting Searches of Inmates (2.5)
UNIT 12.0 (20 hours)	REPORTING AND RECORD KEEPING
Module 12.1	Assessment and Overview (2)
Module 12.2	Writing for Local Corrections - Content (4)
Module 12.3	Writing for Local Corrections - Organization (4)
Module 12.4	Information Gathering and Note Taking (3)
Module 12.5	Writing for Local Corrections - Mechanics (3)
Module 12.6	Report Writing - Practice (2)
Module 12.7	Report Writing – Testing (2)

UNIT 13.0 (12.5 hours)	SUPERVISING INMATES
Module 13.1	Movement Within the Facility (1)
Module 13.2	Supervising Meals (.5)
Module 13.3	Supervising Cleaning of Cells (.5)
Module 13.4	Supervising Recreation (.5)
Module 13.5	Supervising Use of the Telephone (.5)
Module 13.6	Disturbances and Disputes (4)
Module 13.7	Progressive Discipline (1)
Module 13.8	Inmate Grievances (.5)
Module 13.9	Manipulation of Staff By Inmates (4)
UNIT 14.0 (1 hour)	DISTRIBUTION OF SUPPLIES AND COMMISSARY
Module 14.1	Legal Issues (5 minutes)
Module 14.2	Principles and Problems (40 minutes)
Module 14.3	Distribution of Commissary Goods (.25)
UNIT 15.0 (12 hours)	MONITORING PSYCHOLOGICAL AND PHYSICAL HEALTH
Module 15.1	Legal Issues (.5)
Module 15.2	Mental Health Issues (2.5)
Module 15.3	Suicide Issues (4)
Module 15.4	Indicators of Substance Abuse (2.5)
Module 15.5	Indicators of Physical/Medical Problems (2)
Module 15.6	Assisting Medical Personnel in the Distribution of Medication (.5)
UNIT 16.0 (1 hour)	MANAGEMENT OF INMATE WORKERS
Module 16.1	Selection of Inmate Workers (.5)
Module 16.2	Assignment of Responsibilities to Inmate Workers (.5)
UNIT 17.0 (1 hours)	SCREENING AND MONITORING OF VISITORS
Module 17.1	Legal Issues (.5)
Module 17.2	General Visitation (.25)
Module 17.3	Professional Visitation (.25)
UNIT 18.0 (1 hour)	SCREENING AND DISTRIBUTION OF MAIL
Module 18.1	Legal Issues (10 minutes)
Module 18.2	Processing Non-legal Mail (20 minutes)
Module 18.3	Processing Legal Mail (.25)
Module 18.4	Distribution of Mail (.25)

UNIT 19.0 **TRANSPORT OUTSIDE OF FACILITY**
(2 hours)

Module 19.1 Preparation for Transport (1)
Module 19.2 Transport Procedure (1)

UNIT 20.0 **EMERGENCY PROCEDURES**
(10 hours)

Module 20.1 Emergency Planning (2)
Module 20.2 Fire and Life Safety (8)

UNIT 21.0 **TESTIFYING IN COURT**
(4 hours)

Module 21.1 Preparation for Testifying in Court (1.75)
Module 21.2 Court Appearances (2.25)

UNIT 22.0 **PHYSICAL TASKS**
(21 hours)

Module 22.1 Orientation and Assessment (4)
Module 22.2 Techniques and Practice (17)

Testing Time 4 hours

Administrative Time 4 hours

Certified CPR and FA courses also must be completed

**ADULT CORRECTIONS OFFICER CORE COURSE
MINIMUM TIME ALLOCATIONS**

Instruct Hours		Tests			Admin. Time
Unit #	Minimum # Hrs/Min.	Job Knowledge Tests	Written Skills Tests	Behavior Skills Tests	
2	3	#1			
3	8	#1	#1		
4	4	#1			
5	10	#1	#2		
6	5	#2			
7	10.25	#2		#1, #2, #3, #4	
8	28	#1 + #2 + #5	#3, #4	#5-#27	
9	5	#2	#5		
10	2.25	#2			
11	7	#3		#28	
12	20	#1 + #2 + #4	#6, #7		
13	12.5	#4	#8		
14	1	#3			
15	12	#4 + #5	#9, #10	#29	
16	1	#4			
17	1	#4			
18	1	#4			
19	2	#4			
20	10	#5		#30-#33	
21	4	#5		#34	
22	21			#35-#38	
Total	168 Hours +	4 Hours +	No Additional + Hours	No Additional + Hours	4 Hours= 176 Hours

SAMPLE COURSE OUTLINE

The following is a sample of how the course may be structured. This example illustrates the way a provider may prepare the Request for Certification (RFC).

DAY	HOURS	SUBJECT	MODULE
1 (8 hrs.)	0800 - 0900	Administrative (Orientation)	
	0900 - 1000	Roles and Responsibilities of the Corrections Officer	2.1
	1000 -1200	Adult Criminal Justice System and Process	2.2
	1300 - 1700	Professionalism and Ethics	4.1
2 (8 hrs.)	0800 - 1000	Report Writing: Assessment and Overview	12.1
	1000 - 1100	Legal Foundations of Incarceration	3.1
	1100 - 1200	Reference Use of the Codes WST #1	3.2
	1300 - 1700	Physical Tasks - Assessment and Orientation BST #34-38	22.1
3 (8 hrs.)	0800 - 1000	Constitutional Rights, Civil Rights, and Case Law	3.3
	1000 - 1200	Legal Issues Regarding Confidentiality and Accessing Records	3.4
	1300 - 1500	Legal Issues Regarding Confidentiality and Accessing Records	3.4 (con't)
	1500 - 1600	Factors Affecting Classification	5.1
	1600 - 1700	Implications of Classification WST #2	5.2
4 (8 hrs.)	0800 - 1200	Report Writing: Writing for Local Corrections Content	12.2
	1300 - 1500	Principles of Use of Force BST #5	8.1
	1500 - 1530	Principles of Use of Restraints	8.2
	1530 - 1700	Physical Tasks - Techniques and Practice	22.2

DAY	HOURS	SUBJECT	MODULE
5 (8 hrs.)	0800 - 1200	Gangs and Subcultures in Institutions	5.3
	1300 - 1700	Gangs and Subcultures in Institutions	5.3 (con't)
6 (8 hrs.)	0800 - 0830	Administrative	
	0830 - 0930	Job Knowledge Test #1	
	0930 - 1030	Identifying Contraband	6.1
	1030 - 1230	Handling Contraband	6.2
	1330 - 1530	Evidence	6.3
	1530- 1700	Physical Tasks - Techniques and Practice	22.2
7 (8 hrs)	0800 - 1200	Interpersonal Communications	7.1
	1300 - 1400	Defensive Tactics – Footwork and Balance BST #6 & 7	8.3
	1400 - 1500	Defensive Tactics – Falling BST #8 & 9	8.4
	1500 - 1700	Defensive Tactics – Control Holds	8.5 (partial)
8 (8 hrs.)	0800 - 1200	Interpersonal Communications	7.1 (con't)
	1300 - 1400	Interpersonal Communications BST #1-4	7.1 (con't)
	1400 - 1500	Communications with Co-Workers	7.2
	1500 - 1515	Responding to Telephone Calls	7.3
	1515 - 1530	Administrative	
	1530 - 1700	Physical Tasks - Techniques and Practice	22.2

DAY	HOURS	SUBJECT	MODULE
9 (8 hrs.)	0800 - 0930	Receiving Inmates WST #5	9.1
	0930 - 1100	Booking Inmates	9.2
	1100 - 1200	Processing New Inmates Prior to Housing	9.3
	1300 - 1330	Orienting New Inmates	9.4
	1330 - 1400	Issuing Supplies to New Inmates	9.5
	1400 - 1700	Defensive Tactics – Control Holds BST #10	8.5 (con't)
10 (8 hrs.)	0800 - 1200	Writing for Local Corrections – Organization	12.3
	1300 - 1330	Verifying Identity Prior to Release	10.1
	1330 - 1345	Returning Property Prior to Release	10.2
	1345 - 1415	Reviewing Bail Bonds	10.3
	1415 - 1430	Processing Release on Own Recognizance	10.4
	1430 - 1500	In Custody Releases	10.5
	1500 - 1515	Time Served Released	10.6
	1515 - 1530	Administrative	
	1530 - 1700	Physical Tasks - Techniques and Practice	22.2
11 (8 hrs.)	0800 - 0830	Basic Precautions	11.1
	0830 - 1030	Searching the Facility	11.2
	1030 - 1200	Security Rounds	11.3
	1300 - 1400	Job Knowledge Test #2	
	1400 - 1530	Defensive Tactics – Take Downs	8.6 (partial)
	1530 - 1700	Physical Tasks - Techniques and Practice	22.2

DAY	HOURS	SUBJECT	MODULE
12 (8)	0800 - 0830	Counting and Locating Inmates	11.4
	0830 - 1100	Conducting Searches of Inmates BST #28	11.5
	1100 - 1105	Supplies and Commissary: Legal Issues	14.1
	1105 - 1145	Supplies and Commissary: Principles and Problems	14.2
	1145 - 1200	Distribution of Commissary	14.3
	1300 - 1400	Movement Within the Facility	13.1
	1400 - 1430	Supervising Meals WST #8	13.2
	1430 - 1500	Supervising Cleaning of Cells	13.3
	1500 - 1530	Supervising Recreation	13.4
	1530 - 1600	Supervising Use of the Telephone	13.5
	1600 - 1630	Selection of Inmate Workers	16.1
	1630 - 1700	Assignment of Responsibilities to Inmate Workers	16.2
13 (8 hrs.)	0800 - 1100	Report Writing: Information Gathering and Note Taking	12.4
	1100 - 1130	Visitors: Legal Issues	17.1
	1130 - 1145	General Visitation	17.2
	1145 - 1200	Professional Visitation	17.3
	1300 - 1530	Defensive Tactics – Take Downs BST #11 & 12	8.6
	1530 - 1700	Physical Tasks - Techniques and Practice	22.2
14 (8 hrs.)	0800 - 1200	Disturbances and Disputes	13.6
	1300 - 1700	Manipulation of Staff By Inmates	13.9

DAY	HOURS	SUBJECT	MODULE
15 (8 hrs.)	0800 - 0900	Progressive Discipline	13.7
	0900 - 0930	Inmate Grievances	13.8
	0930 – 1030	Preparation for Transport	19.1
	1030 - 1130	Transport Procedures	19.2
	1130 - 1140	Screening and Distribution of Mail: Legal Issues	18.1
	1140 - 1200	Processing Non-Legal Mail	18.2
	1300 - 1315	Processing Legal Mail	18.3
	1315 - 1330	Distribution of Mail	18.4
	1330 - 1530	Defensive Tactics – Ground Control Techniques	8.7 (partial)
	1530 - 1700	Physical Tasks - Techniques and Practice	22.2
16 (8 hrs.)	0800 - 0830	Job Knowledge Test #3	
	0830 - 1130	Writing for Local Corrections – Mechanics	12.5
	1130 - 1200	Administrative Time	
	1300 -1330	Administrative Time	
	1330 - 1530	Defensive Tactics – Ground Control Techniques BST #13	8.7
	1530 - 1700	Physical Tasks - Techniques and Training	22.2
17 (8 hrs)	0800 - 0830	Monitoring Psychological and Physical Health: Legal Issues	15.1
	0830 - 1100	Mental Health Issues WST #9	15.2
	1100 - 1200	Suicide Issues	15.3
	1300 - 1600	Suicide Issues WST #10, BST #29	15.3 (con't)
	1600 - 1700	Indicators of Substance Abuse	15.4

DAY	HOURS	SUBJECT	MODULE
18 (8 hrs.)	0800 - 0930	Indicators of Substance Abuse	15.4 (con't)
	0930 - 1130	Indicators of Physical/Medical Problems	15.5
	1130 - 1200	Assisting Medical Personnel in the Distribution of Medication	15.6
	1300 - 1530	Defensive Tactics – Mechanical Restraints and SafetyCell	8.9
	1530 - 1700	Physical Tasks - Techniques and Practice	22.2
19 (8 hrs.)	0800 - 1000	Report Writing - Practice	12.6
	1000 - 1200	Report Writing - Testing WST #6 & 7	12.7
	1300 - 1445	Preparation for Testifying in Court	21.1
	1445 - 1700	Court Appearances	21.2
20 (8 hrs)	0800 - 0900	Job Knowledge Test #4	
	0900 - 1100	Physical Tasks - Techniques and Practice	22.2
	1100 - 1200	Defensive Tactics – Handcuffing and Searching a Handcuffed Inmate	8.8
	1300 - 1500	Defensive Tactics – Handcuffing and Searching a Handcuffed Inmate BST #14-21	8.8 (con't)
	1500 - 1700	Defensive tactics – Escaping Techniques BST #22-26	8.10
21 (8 hrs)	0800 - 0930	Physical Tasks - Techniques and Practice	22.2
	0930 - 1130	Emergency Planning BST #30	20.1
	1130 - 1200	Fire and Life Safety	20.2
	1300 - 1630	Fire and Life Safety BST #31-33	20.2 (con't)
	1630 - 1700	Job Knowledge Test #5	
22 (8 hrs)	0800 - 1200	Fire and Life Safety	20.2
	1300 - 1600	Cell Extractions WST #3 & 4, BST #27	8.11
	1600 - 1700	Administrative	

SECTION D. INSTRUCTIONAL OBJECTIVES AND DESIGN SPECIFICATIONS

This section presents the instructional objectives for each course module that makes up a unit of instruction. To provide further support to the training provider, the objectives have been placed in an appropriate hierarchical learning sequence, typically in order of recalling information then applying it.

The instructional objectives are written as measurable statements that describe an expected learning outcome to be achieved and demonstrated by a trainee upon completion of the core training course.

The instructional time assigned to the units and modules are presented in “dedicated” time frames. The instructional time is the minimum amount of time for the subject’s presentation. Training providers are encouraged to exceed these minimums and may request approval for certification of these increased time allocations.

A minimum number of test items is noted for each objective that is to be measured by a Job Knowledge Test (JKT). The allocation time for the administration of these multiple choice tests is in addition to the required delivery time for the instructional objectives (usually one half-minute per test question). In most cases, the instructors should develop the test questions because they will be able to link the questions most accurately to the lesson plans. The Board of Corrections does not maintain a test item bank but is available for assistance in constructing test questions.

These tests should not be confused with the Written Skills Tests (WST) and Behavior Skills Tests (BST). These latter “performance tests” occur as part of the instructor’s presentation. The specifications of the Written Skills and Behavior Skills Tests are contained in the instructional objective.

Please refer to the **Handbook for Presenting Core Courses** and other Board of Corrections publications for additional information on lesson plan development, test item writing and procedures for presenting the curriculum.

UNIT 1.0
Agency Specific

This Unit can be used by the agency or provider for the presentation of subject matter that meets a specific need of the target trainees, e.g., agency specific policies and procedures, special issues, etc. The provider will need to develop measurable Instructional Objectives in order to secure STC approval and certification of this subject matter. This unit would be in addition to the required minimum 176 hours prescribed in the Adult Corrections Officer Core Course.

UNIT 2.0
California Criminal Justice System Orientation
Unit Instructional Time: 3 hours

MODULE 2.1: ROLES AND RESPONSIBILITIES OF THE ADULT CORRECTIONS OFFICER

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 2.1.1 Identify the major roles and responsibilities of the corrections officer in relation to the following constituencies:

- State of California
- judicial system
- community
- inmates
- other corrections personnel
- other agencies in the criminal justice system
- other corrections agencies (e.g., city, county, state, federal, and private corrections)

JKT #1/3 items

- 2.1.2 Identify the roles and relationships of the following components in the adult criminal justice system:

- legislature
- court systems (e.g., superior, municipal, appellate)
- court clerk
- District Attorney
- defense attorneys
- police department/sheriff's department
- other law enforcement agencies, (e.g., C.H.P., F.B.I., etc.)
- probation department
- Board of Corrections
- Department of Corrections
- community agencies
- judge, referee, commissioner, pro tem, etc.

JKT #1/3 items

MODULE 2.2: ADULT CRIMINAL JUSTICE SYSTEM AND PROCESS

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

- 2.2.1 Review the major historical milestones in the development of adult criminal justice systems in the United States and in the State of California.

No Test

- 2.2.2 Discuss the major current trends in the adult criminal justice in the United States and in the State of California (e.g., community policing, restorative justice, diversionary programs).

No Test

- 2.2.3 Distinguish the difference between a felony, a misdemeanor, an infraction and a wobbler.

JKT #1/3 items

- 2.2.4 Explain the adult criminal justice process from arrest to disposition.

JKT #1/2 items

- 2.2.5 Distinguish the major types of dispositions (e.g., incarceration, probation, restitution).

JKT #1/2 items

- 2.2.6 Identify circumstances under which juveniles would be processed in the adult criminal justice system, using the Penal Code and the W&I Code for reference.

- type of offense
- age of offender
- court determining how a juvenile is to be tried as an adult

JKT #1/2 items

UNIT 3.0
Codes, Statutes, and other Legal Documents
Unit Instructional Time: 8 hours

MODULE 3.1: LEGAL FOUNDATIONS OF INCARCERATION

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 3.1.1 Identify the primary legal references and sources that impact the work of a corrections officer. For example:

- code statutes
- case law
- regulations

JKT #1/4 items

MODULE 3.2: REFERENCE USE OF THE CODES

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 3.2.1 Given a scenario of a criminal violation, use the Penal Code to find the specific code reference.

JKT #1/2 items

- 3.2.2 Given a specific code violation, identify the elements, classification, and penalties of that violation using the relevant code for reference.

WST #1

- 3.2.3 Given a reference to a specific misdemeanor, indicate whether or not the person who committed the offense can be held in custody using PC 853.6 for reference.

JKT #1/2 items

MODULE 3.3: CONSTITUTIONAL RIGHTS, CIVIL RIGHTS, AND CASE LAW

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

- 3.3.1 Identify the reasons for the importance of the Minimum Jail Standards (Title 15) to the work of the corrections officer.

JKT #1/2 items

- 3.3.2 Given verbal or visual descriptions of situations relevant to inmate housing or care (e.g., privacy, feeding), identify instances of mistreatment using Title 15 and case law for reference.

JKT #1/4 items

- 3.3.3 Identify legal issues inherent in the handling of a crime that has been committed inside a detention facility, and list the applicable penal code sections and the legal rights of any involved inmates.

JKT #1/3 items

MODULE 3.4: LEGAL ISSUES REGARDING CONFIDENTIALITY AND ACCESSING RECORDS

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

- 3.4.1 Identify the sources of mandates on confidentiality, including:

- C.O.R.I. (Criminal Offenders Record Information - 11075 P.C.)
- probation and sentencing reports (1203.05 P.C.)
- state mandates regarding destruction of public records
- state Department of Justice information sources

JKT #1/2 items

- 3.4.2 Identify the statewide information systems directly accessible to California law enforcement agencies, including CLETS, CJIS, NLETS and NCIC.

JKT #1/2 items

- 3.4.3 Identify the procedures for making inquiry into law enforcement information systems and cross referencing the information obtained within these systems for:

- wants and warrants
- stolen property (including vehicles and firearms)
- criminal histories
- DMV information
- other

JKT #1/2 items

- 3.4.4 Identify the state laws and policies that pertain to verifying and disseminating telecommunication information including:

- restricted information
- unrestricted information

JKT #1/2 items

UNIT 4.0
Professionalism and Ethics
Unit Instructional Time: 4 hours

MODULE 4.1: PROFESSIONALISM AND ETHICS AND THE CORRECTIONS OFFICER
Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

- 4.1.1 Describe what being a professional corrections officer means.

Discussion. No Test

- 4.1.2 Define ethics.

- define acceptable and unacceptable behavior.

Discussion. No Test

- 4.1.3 Explain ethical violations you might see in a correctional setting.

- excessive use of obscene language
- harassment of inmates
- fraternizing with fellow officers or inmates
- covering up for a fellow officer
- making derogatory remarks about an officer or inmate
- sleeping on the job
- falsifying a report
- small rule breaking such as giving inmates special treatment
- drug use

JKT #1/1 item

- 4.1.4 Explain why corrections officers, on and off duty, should exemplify the highest ethical and moral standards to:

- promote professionalism
- gain public support for the profession
- earn the respect and confidence of peers
- maintain a sense of self worth and pride

Discussion. No Test

- 4.1.5 Discuss the best methods for handling unethical situations, for example:

- expressing verbal disapproval of minor infractions of coworkers
- discussing continued infractions with supervisor
- reporting misconduct to a supervisor
- preventing criminal behavior, if possible, and reporting it to a supervisor immediately

Discussion. No Test

4.1.6 Examine the problems associated when a corrections officer violates the law, for example:

- incurs public disrespect for the law and the corrections profession
- provides mixed messages to the public as to the meaning and the applications of law to all

Discussion. No Test

4.1.7 Explain why it is necessary to take positive action when becoming aware of unethical and/or criminal conduct of other corrections officers or correctional professionals to:

- maintain public trust
- prevent further misconduct
- permit corrective action to take place

Discussion. No Test

4.1.8 Review and discuss a departmental code of ethics.

Discussion. No Test

UNIT 5.0
Classification of Inmates
Unit Instructional Time: 10 hours

MODULE 5.1: FACTORS AFFECTING CLASSIFICATION

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

5.1.1 Given a sample case description indicate those factors that would affect classification. For example:

- medical status
- mental health status
- gender
- type of violation
- behavior history
- gang affiliation
- violent offender
- sexual orientation
- hearing/speech impairment
- non-English speaking
- disabilities

JKT #1/3 items

5.1.2 Identify behaviors exhibited during the classification process that would suggest the need for further investigation prior to classification. For example:

- requests for a particular unit
- unusual nervousness
- lack of eye contact

JKT #1/2 items

MODULE 5.2: IMPLICATIONS OF CLASSIFICATION

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

5.2.1 Identify the reasons why appropriate classification of inmates is important. For example:

- provides statistical data for reporting requirements
- increases security for staff and facility
- prevents legal liability for inappropriate mixing

JKT #1/2 items

5.2.2 Given a list of classifications, identify specific risks, precautions, etc. associated with each (include examples from Instructional Objective 5.1.1).

JKT #1/3 items

- 5.2.3 Given a sample case description, classify the individual using a sample department classification policy and state your rationale.

WST #2

MODULE 5.3: GANGS AND SUBCULTURES IN INSTITUTIONS

Instructional Time: 8 hours

INSTRUCTIONAL OBJECTIVES:

- 5.3.1 Explain the history and scope of criminal gangs in California.

No Test

- 5.3.2 Discuss current trends and community responses to gangs in California.

No Test

- 5.3.3 State the legal definition of a criminal gang pursuant to California Penal Code Section 186.22.

JKT #1/2 items

- 5.3.4 Explain the dynamics and structure of gang culture.

JKT #1/2 items

- 5.3.5 Describe the major types of gangs found in a local correctional facility.

JKT #1/5 items

- 5.3.6 Identify those signs, symbols, emblems and/or graffiti that indicate gang affiliation or sympathies.

JKT #1/8 items

- 5.3.7 Describe verbal and non-verbal methods gang members use to communicate with each other in a custody setting.

JKT #1/4 items

- 5.3.8 Identify ways that gangs or other subcultures use in institutions to recruit members and control the behavior of others.

JKT #1/2 items

- 5.3.9 Describe typical in-custody activity of gangs.

JKT #1/4 items

- 5.3.10 Identify the relationship of members of local street gangs to gangs in local and state operated facilities.

JKT #1/3 items

- 5.3.11 Identify officer safety issues related to gang behavior in a custody setting.

JKT #1/4 items

5.3.12 Identify classification issues related to gang membership.

JKT #1/2 items

5.3.13 Discuss strategies to monitor gang activity in a custody setting.

No Test

5.3.14 Discuss strategies to prevent and control gang activity in a custody setting.

No Test

5.3.15 Describe ways to share information with other agencies about gang activity in your facility.

No Test

UNIT 6.0
Contraband/Evidence
Unit Instructional Time: 5 hours

MODULE 6.1: IDENTIFYING CONTRABAND

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 6.1.1 Generate a definition of contraband per your department policy and procedure.

No Test

- 6.1.2 State why each major type of contraband represents a potential hazard in a correctional facility.
For example:

- materials for shanks
- stamps
- money
- drugs
- greeting cards

JKT #2/2 items

- 6.1.3 Given a list of items from a sample departmental policy, identify how contraband can be confiscated (e.g., put items in inmate's property, dispose of contraband).

JKT #2/1 item

- 6.1.4 Identify common ways in which contraband is obtained by inmates. For example:

- newly arrested inmates
- visitors, packages from visitors
- attorneys
- mail
- over fence
- meals and eating areas
- accumulation of issued supplies

JKT #2/4 items

- 6.1.5 List common hiding places for contraband. For example:

- body cavities
- shoe or boot heels
- books, magazines, newspapers, cards
- postage stamps, envelope seals
- vents
- toilets
- mattresses

JKT #2/4 items

MODULE 6.2: HANDLING CONTRABAND

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

- 6.2.1 Describe the process for handling various types of contraband (e.g., drugs, weapons), using a sample departmental policy manual for reference.

JKT #2/2 items

- 6.2.2 Given a description of an incident in which an inmate is found to be in possession of a given type of contraband, state whether an arrest is indicated using the Penal Code for reference.

JKT #2/1 item

- 6.2.3 When an arrest is indicated, describe the procedure for, and the critical results of, handling contraband as evidence using the Penal Code as reference.

JKT #2/1 item

- 6.2.4 Define "Chain of Custody."

JKT #2/1 item

- 6.2.5 Identify the steps for maintaining the "chain of custody" including:

- who found the contraband/evidence
- where it was found
- isolate/preserve crime scene
- who recovered and marked it
- who transported it
- where it was logged-in and stored
- condition of the contraband/evidence before and after handling
- documentation of steps

JKT #2/5 items

- 6.2.6 Given a scenario, identify items which should be treated as contraband/evidence and used for disciplinary or court proceedings.

JKT #2/5 items

MODULE 6.3: EVIDENCE

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

- 6.3.1 Identify and define the following terms:

- burden of proof
- contraband
- evidence
- reasonable cause searches
- proof
- spontaneous statements

JKT #2/5 items

6.3.2 Identify the reasons for offering evidence in court, including:

- an item of proof of the crime or incident
- to impeach a witness
- to confront testimony of a witness
- to assist court in its determinations

JKT #2/2 items

6.3.3 Identify the tests that evidence must successfully pass before it may be entered into criminal court (Evidence Code Section 210) including:

- must be relevant to the matter at hand
- must be competently presented in court
- must have been legally obtained

JKT #2/1 item

6.3.4 Identify the main purpose of the "Rules of Evidence," i.e., protecting the jury from seeing or hearing evidence that is:

- likely to confuse the issues (e.g., irrelevant or unreliable)
- unfairly prejudicial (e.g., other acts of the inmate unrelated to the charges)
- unduly time consuming to present in court

JKT #2/1 item

Unit 7.0
Interpersonal, Tactical and Practical Communications
Unit Instructional Time: 10.25 hours

MODULE 7.1: INTERPERSONAL COMMUNICATIONS

Instructional Time: 9 hours

INSTRUCTIONAL OBJECTIVES:

- 7.1.1 Discuss the reasons for effective communications in a jail setting.

Discussion. No Test

- 7.1.2 Describe factors of a jail setting that produce tension for inmates and staff.

Discussion. No Test

- 7.1.3 Describe principles of effective communication in a jail setting.

JKT #2/2 items

- 7.1.4 Explain barriers to effective communication in a jail setting.

JKT #2/3 items

- 7.1.5 Explain elements of basic listening skills, including the following:

- suspending judgment
- being alert to key words
- noting what is said versus not said

JKT #2/2 items

- 7.1.6 Identify elements of basic communication skills in a jail setting, including such routine situations as the following:

- giving instructions
- assigning work tasks
- making requests
- responding to requests
- responding to questions
- asking questions

JKT #2/4 items

- 7.1.7 Describe inmate's non-verbal behavior, including the following:

- degree of intensity
- voice: tone, pitch, modulation
- body positioning and stance

JKT #2/2 items

- 7.1.8 Identify signs of trouble in a jail setting that could be prevented or mitigated through effective interpersonal communication.
- JKT #2/4 items
- 7.1.9 Describe ways to verbally intervene in a situation that is beginning to escalate.
- JKT #2/2 items
- 7.1.10 Given a scenario, demonstrate effective communication skills involved in giving instructions to an inmate.
- BST #1
- 7.1.11 Given a scenario, demonstrate effective communication skills involved in responding to inmate requests.
- BST #2
- 7.1.12 Given a scenario, demonstrate effective listening skills, including the following:
- identifying key words
 - describing level of inmate's intensity
 - describing inmate's non-verbal cues
- BST #3
- 7.1.13 Given the scenario used for 7.1.12, identify and discuss judgments about the inmate during the scenario.
- Discussion. No Test
- 7.1.14 Given a scenario, identify elements that indicate an escalation of tension.
- JKT #2/3 items
- 7.1.15 Given a scenario, demonstrate effective communication skills that might prevent an escalation of tension.
- BST #4

MODULE 7.2: COMMUNICATIONS WITH CO-WORKERS

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 7.2.1 Demonstrate the following principles for calling and reporting to fellow officers. For example:
- collect and provide thorough, clear, and accurate information
 - do not exaggerate, panic, or underemphasize
 - use proper communication system

Practicum

- 7.2.2 Given transcripts of interactions, indicate which communication systems (radio, telephone, public address) would be most appropriate given the type of situation.

JKT #2/2 items

- 7.2.3 Presented with a simulated problem situation requiring communications with a co-worker, describe the incident.

Practicum

- 7.2.4 Identify potential benefits of communicating with fellow officers. For example:

- decrease injuries
- save time
- provide operational consistency
- save lives

JKT #2/2 items

- 7.2.5 Discuss the potential problems of communicating with fellow officers in the presence of inmates. For example:

- security issues
- officer safety issues

Discussion. No Test

MODULE 7.3: RESPONDING TO TELEPHONE CALLS

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

- 7.3.1 Identify privacy implications for answering questions about inmates.

JKT #2/1 item

- 7.3.2 Identify basic information that can be disclosed about inmates. For example:

- presence
- name
- arresting agency
- charge
- bail
- age
- race
- visiting hours

JKT #2/3 items

7.3.3 Discuss reasons for responding courteously and professionally to incoming calls and/or questions from the public. For example:

- promotes good public relations for the department
- provides a necessary service to the public

Discussion. No Test

UNIT 8.0
Assaultive Behavior and Restraint Techniques
Unit Instructional Time: 28 hours

MODULE 8.1: PRINCIPLES OF USE OF FORCE

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

Note: Use of force shall conform to the policies and procedures of each individual agency.

- 8.1.1 Identify the legal framework for a corrections officer's use of reasonable force.

JKT #1/2 items

- 8.1.2 Given examples of situations requiring the use of physical force, identify actions that would constitute reasonable force using relevant codes, statutes, and case law materials for reference.

JKT #1/2 items

- 8.1.3 Given examples of situations requiring the use of physical force, identify actions that would be considered excessive force.

JKT #1/2 items

- 8.1.4 Identify the following guidelines that a corrections officer should consider prior to employing the use of force, including the following:

- force must be no more than is necessary to control the situation, effect an arrest or prevent an escape
- force is to be viewed primarily as a defensive measure
- all uses of force should be thoroughly documented

JKT #1/2 items

- 8.1.5 Describe inmate actions that may lead to assaultive behavior.

JKT #1/2 items

- 8.1.6 In a simulated exercise, demonstrate behaviors or verbal interventions that a corrections officer can use to de-escalate problems.

BST #5

- 8.1.7 Discuss the psychological and physiological factors that affect a person threatened with danger including the following:

- confidence in one's abilities
- development of instinctive reaction
- mental alertness and concentration
- self-control over emotions and body

Discussion. No Test

MODULE 8.2: PRINCIPLES OF USE OF RESTRAINTS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

8.2.1 Identify the following purposes, laws and principles for using handcuffs on inmates including the following:

- for temporary restraint to prevent attack, escape, concealment or destruction of evidence/contraband/property
- to prevent self-inflicted injury on the part of the inmate

JKT #1/2 items

8.2.2 Explain the limitations for use of handcuffs, such as:

- may not be used as an impact weapon
- may not be used as a punitive measure
- may not be used to secure a subject to a permanent object if used for non-secure detention
- males and females may not be handcuffed together
- juveniles and adults may not be handcuffed together
- mentally ill inmates should be handcuffed alone
- may not be used in such a way as to compromise someone's ability to breathe

JKT #1/2 items

MODULE 8.3: DEFENSIVE TACTICS - FOOTWORK AND BALANCE

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

8.3.1 Participate in instructor led warm-up exercises such as the following:

- walking in place
- jogging in place with exaggerated arm swing
- trunk twists and side bends
- standing bent knee toe touch

No Test

8.3.2 Participate in instructor led flexibility exercises such as the following:

- seated toe touch
- seated groin stretch
- supine cross legged sciatic stretch
- standing straight legged calf stretch
- standing bent legged calf stretch
- wrist, arm and shoulder stretch
- standing hand to opposite shoulder blade stretch
- standing quadriceps (front thigh) stretch
- three way neck stretch

No Test

Safety Note: Each stretching position should be taken to the point of maximum tension but prior to pain or discomfort. These stretches should avoid bouncing or “ballistic” types of movements. The stretches should be held for 15-30 seconds during which time students should be encouraged to breathe deeply and relax.

Note: These warm-up exercises should be repeated at the beginning of each Defensive Tactics section that follows as appropriate to the scheduling of each segment.

Safety Note: Instruction should be delivered using proper safety equipment such as floor mats, athletic knee pads (fabric-covered foam rubber) and mouth guards if appropriate. Resistance should be appropriate to effectively execute techniques without injury to the trainees.

8.3.3 Demonstrate the course-instructed balance, footwork and body movements to avoid an attacking person. These movements to incorporate the following:

- balance
- position in response to subject’s movements
- self-control

BST #6

8.3.4 Demonstrate the course-instructed footwork to evade an attack. For example:

- not backing straight up in the line of attack
- moving laterally or diagonally out of the line of attack
- using pivoting techniques

BST #7

MODULE 8.4: DEFENSIVE TACTICS - FALLING

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

Warm-up exercises if first offering this day.

8.4.1 In a simulation of a frontal assault, demonstrate a rear break fall technique incorporating the following:

- correct body position
- proper movement
- balance
- position of advantage

BST #8

8.4.2 In a simulation of a rear assault, demonstrate a forward break fall technique, incorporating the following:

- correct body position
- proper movement
- balance
- position of advantage

BST #9

MODULE 8.5: DEFENSIVE TACTICS - CONTROL HOLDS

Instructional Time: 5 hours

INSTRUCTIONAL OBJECTIVES:

8.5.1 In a simulation, demonstrate at least two course-instructed joint lock control holds incorporating the following:

- balance
- maintaining a position of control and advantage
- proper foot movements
- joint lock mechanisms

BST #10

MODULE 8.6: DEFENSIVE TACTICS - TAKE DOWNS

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

8.6.1 In a simulation, demonstrate at least two course-instructed “take-down” techniques incorporating the following:

- balance
- maintaining a position of control and advantage
- proper foot movements

BST #11

8.6.2 Demonstrate a course-instructed two officer, one subject take-down technique incorporating the following:

- correct positioning of two person configuration
- controlling the subject’s legs above the knees
- communication between officers

BST #12

Safety Note: The instructor(s) must maintain adequate supervision during these simulations. Trainees should be advised to simulate the procedures at a speed that will minimize the possibility of injury to the trainees.

MODULE 8.7: DEFENSIVE TACTICS - GROUND CONTROL TECHNIQUES

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

8.7.1 In a simulation, demonstrate at least 3 course-instructed ground control techniques incorporating the following:

- weapon/equipment retention (firearm, baton, OC, etc.)
- control of inmate
- escape/reversal

BST #13

MODULE 8.8: HANDCUFFING AND SEARCHING A HANDCUFFED INMATE

Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

8.8.1 Identify the correct terminology to describe the handcuff.

BST #14

8.8.2 Demonstrate proper manipulation of handcuffs. For example:

- retrieval
- pistol grip by chain
- ensuring swing arm is facing toward subject's wrist
- ensuring that handcuffs are not double locked before attempting to place them on the subject's wrist
- once placed on subject's wrists, check for excessive tightness before double locking
- double locking on subject's wrist

BST #15

8.8.3 Demonstrate handcuffing a compliant, non-threatening subject incorporating the principles in objective 8.8.2.

BST #16

8.8.4 Demonstrate assisting a person who is prone to his/her feet incorporating the following:

- appropriate verbal instructions to the subject during the assist
- not pulling up subject by his/her arms
- not compromising the person's ability to breathe

BST #17

8.8.5 Demonstrate the principles of searching an individual in a “pat down” or “cursory” search so that the effectiveness of the search and the safety of the officer is maximized incorporating the following:

- being constantly alert
- maintaining a position of control and advantage
- thoroughness of the search
- conducting the search from the rear
- searching with one hand, controlling with the other
- searching systematically by proper use of hand technique (for example: spider crawl)
- not looking where searching, eyes on subject and surroundings
- if weapon found, maintain control of subject and weapon

BST #18

8.8.6 Demonstrate the principles of searching an individual in a high-risk situation so that the effectiveness of the search and the safety of the officer are maximized incorporating the following:

- awareness
- balance
- verbal instructions
- systematic search
- controlling holds
- handcuffing as appropriate
- patterns of movement

BST #19

8.8.7 In a simulated search exercise, demonstrate the common places where dangerous weapons or contraband can be located on a subject’s person, including the following:

- hair
- underarm area
- pockets
- groin area
- small of back
- waist
- ankles
- sleeves
- collars/lapels

BST #20

8.8.8 Demonstrate handcuffing a subject from the searching position incorporating the following:

- joint locks
- cuff retrieval from waistband on belt

BST #21

MODULE 8.9: MECHANICAL RESTRAINTS AND SAFETY CELL

Instructional Time: 2.5 hours

INSTRUCTIONAL OBJECTIVES:

8.9.1 Demonstrate the use of at least one or more mechanical restraints and/or restraint devices commonly used in a correctional facility. For example:

- leg irons
- flex cuffs
- waist chains
- transport chair
- restraint bed
- restraint wraps
- restraint chair
- restraint board

Practicum. No Test

8.9.2 Explain the principles, conditions and limitations under which restraint devices may be used pursuant to Title 15, Section 1058, including:

- purpose of restraint devices
- definition of restraint device according to Section 1058
- facility manager approval for use of restraint devices
- acceptable restraint devices
- signs or symptoms that require immediate medical/mental health referral
- availability of CPR equipment
- protective housing of restrained inmates
- provision for hydration and sanitation needs
- exercising of the extremities

JKT #5/1 item

8.9.3 Identify the monitoring requirements of inmates who are placed in restraint devices.

- direct observation
- time intervals for observation and review
- medical evaluation
- mental health evaluation
- documentation of observation

JKT #5/1 item

8.9.4 Explain the principles, conditions and limitations under which safety cells may be used pursuant to Title 15, Section 1055, including:

- purpose of safety cell use
- facility manager approval
- provision of nutrition and fluids
- clothing requirements

JKT #5/1 item

8.9.5 Identify the monitoring requirements of an inmate who is placed in a safety cell.

- direct visual observation
- time intervals for observation and review
- medical evaluation
- mental health evaluation
- documentation of observation

JKT #5/1 item

MODULE 8.10: DEFENSIVE TACTICS - ESCAPING TECHNIQUES

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

8.10.1 Demonstrate course-instructed techniques using hands and arms to block an attack. These techniques are not required to incorporate advanced blocking motions. They may be simply using hands and arms to protect the head.

BST #22

8.10.2 In a simulation, demonstrate a course-instructed escape technique from a ground position incorporating the following:

- escape and restrain the inmate
- gain a position of control and advantage
- maintain mental alertness and concentration

BST #23

8.10.3 In a simulation, demonstrate a course-instructed escape technique from a front position incorporating the following:

- escape and restrain the inmate
- gain a position of control and advantage
- proper balance
- proper foot movements and joint lock mechanisms

BST #24

8.10.4 In a simulation, demonstrate a course-instructed escape technique from a rear position incorporating the following:

- escape and restrain the inmate
- gain a position of control and advantage
- proper balance
- proper foot movements and joint lock mechanisms

BST #25

8.10.5 In a simulation, demonstrate a course-instructed escape technique from a ‘bear hug’ incorporating the following:

- escape and restrain the inmate
- gain a position of control and advantage
- balance
- joint lock mechanisms

BST #26

MODULE 8.11: CELL EXTRACTIONS

Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

8.11.1 Describe circumstances when cell extraction is necessary.

JKT #2/1 item

8.11.2 Discuss roles and responsibilities of each team member.

No Test

8.11.3 Identify potential hazards e.g., blood borne pathogens, chemical agents, heat exhaustion, excrement, and injuries.

JKT #2/2 items

8.11.4 List key considerations that must be addressed in planning cell extractions.

WST #3

8.11.5 Given a scenario, demonstrate cell extraction (simulation exercise).

BST #27

8.11.6 Explain key elements needed to be covered in debrief and documentation.

WST #4

UNIT 9.0
Booking and Receiving
Unit Instructional Time: 5 hours

MODULE 9.1: RECEIVING INMATES

Instructional Time: 1.5 hours

INSTRUCTIONAL OBJECTIVES:

- 9.1.1 List the forms that typically must be completed in the process of receiving an inmate.

JKT #2/1 item

- 9.1.2 Identify the correct procedure for receiving inmates including the following steps:

- pat-search
- strip-search if probable cause (P.C. 4030)
- screen to determine if medical attention is needed (e.g., physical condition, appears under the influence or undergoing withdrawal)
- screen to determine if placement in the detox/sobering cell is needed
- screen to determine if placement in a safety cell is needed

JKT #2/3 items

- 9.1.3 Given a sample arrest report or booking report on an incoming prisoner, generate a list of additional questions to ask the arresting officer.

WST #5

- 9.1.4 Identify Title 15 mandates and state law regarding the medical screening of incoming inmates.

JKT #2/2 items

- 9.1.5 Explain the notification requirements pertaining to developmentally disabled inmates.

JKT #2/1 item

MODULE 9.2: BOOKING INMATES

Instructional Time: 1.5 hours

INSTRUCTIONAL OBJECTIVES:

- 9.2.1 Identify different types of legal detainers. For example:

- warrant
- court order or commitment
- bail bond surrender
- DA letter of citation
- state parole or probation holds

JKT #2/2 items

9.2.2 Identify components of a valid warrant. For example:

- name
- date of birth
- issuing agency
- date of issue
- judge's name
- bail
- warrant number
- physical description

JKT #2/2 items

9.2.3 State the reasons why warrant checks should be completed prior to booking or releasing inmates.

JKT #2/1 item

9.2.4 List appropriate steps in the booking procedure. For example:

- ensure prebooking medical screening form is completed
- gather required forms and documents
- review all documents for accuracy and legal sufficiency
- complete booking forms
- obtain information from the inmate
- transfer information from the arresting officer's report to the booking sheet
- inventory, document, and take custody of the inmate's property
- have inmate sign appropriate forms

JKT #2/3 items

MODULE 9.3: PROCESSING NEW INMATES PRIOR TO HOUSING

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

9.3.1 Identify the major steps in processing inmates prior to housing. For example:

- provide phone calls and document calls
- photograph incoming inmates
- fingerprint incoming inmates
- shower incoming inmates
- prepare ID tag/bracelet/card
- exchange inmate's personal clothing for facility issued clothing
- ensure proper classification of inmate

JKT #2/3 items

9.3.2 Identify the number of calls new inmates are allowed to make in compliance with PC 851.5.

JKT #2/1 item

9.3.3 Identify the prints that are required for juveniles and adults according to state regulations, using the appropriate codes for reference.

JKT #2/1 item

9.3.4 Identify the reasons why it is important to obtain clear fingerprints. For example:

- links persons with crimes
- completes a criminal record
- establishes that a person was in custody at a given time
- could take longer to process with electronic fingerprint technology

JKT #2/2 items

MODULE 9.4: ORIENTING NEW INMATES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

9.4.1 Identify the benefits of providing incoming inmates with a thorough orientation. For example:

- opportunity to establish positive communication
- provides for smooth running of jail
- avoids confusion
- avoids time wasted in answering questions
- meets statewide standards

JKT #2/2 items

9.4.2 Identify the major steps in orienting new inmates in compliance with Title 15 Standards. For example:

- give the inmate an information packet or point out posted regulations
- allow the person to view orientation film where available
- answer questions

JKT #2/2 items

9.4.3 Identify procedures for orienting new inmates where communication problems exist, e.g., non-English speaking, hearing or speech impaired, etc.

JKT #2/2 items

MODULE 9.5: ISSUING SUPPLIES TO NEW INMATES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

9.5.1 State consequences of improper issue of supplies to new inmates. For example:

- potential security risks
- legal liability
- costs
- potential for suicide or escape

JKT #2/1 item

9.5.2 Identify minimum type of clothing and bedding required by Title 15 Standards.

JKT #2/2 items

9.5.3 Discuss the importance of issuing inmates clothing that is in good condition. For example:

- less inmate grievances
- fewer complaints by inmates to staff
- easier to hold inmate accountable for damaged clothing

JKT #2/1 item

UNIT 10.0
Releasing
Unit Instructional Time: 2.25 hours

MODULE 10.1: VERIFYING IDENTITY PRIOR TO RELEASE

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

10.1.1 State the possible consequences of releasing the wrong person. For example:

- danger to the community
- danger to staff
- legal liability

JKT #2/2 items

10.1.2 Identify the procedure for verifying the identity of an inmate prior to release. For example:

- match picture with person's appearance
- request identifying information from the inmate
- match physical description with appearance
- match prints
- match newly obtained signature with original signature
- run fingerprints

JKT #2/2 items

MODULE 10.2: RETURNING PROPERTY PRIOR TO RELEASE

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

10.2.1 State the reasons for ensuring that an inmate understands the implications of signing off that he or she received the correct property (e.g., potential liability).

JKT #2/1 item

10.2.2 Identify the procedure for returning and transferring inmates' property. For example:

- inventory items as they are returned
- ensure that inmate understands the implications of signing off
- obtain signature from inmate and releasing officer

JKT #2/1 item

MODULE 10.3: REVIEWING BAIL BONDS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

10.3.1 Identify the purpose of different types of bail.

JKT #2/1 item

10.3.2 Given a sample case description, determine if the inmate is eligible for bail bond.

JKT #2/1 item

10.3.3 Given a sample violation and a court calendar, generate time frames for court dates.

JKT #2/1 item

10.3.4 Identify points to check on a bail bond. For example:

- signed by notary/agent
- amount equal to or greater than bail set
- correct court date and jurisdiction
- no holds on insurance company
- offense/charge stated
- name booked under matches name on bond
- warrant and case number or booking number

JKT #2/2 items

MODULE 10.4: PROCESSING RELEASE ON OWN RECOGNIZANCE

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

10.4.1 Explain the importance of carefully processing a "release on own recognizance." For example:

- without original signature, court will not issue warrant
- if information is unclear, releasee may miss court date
- corrections officer may be legally liable for improper release

JKT #2/2 items

MODULE 10.5: IN CUSTODY RELEASES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

10.5.1 Identify differences between the various types of releases (e.g., removal order, commitment).

JKT #2/1 item

10.5.2 Identify procedures for transferring inmate's property.

JKT #2/1 item

10.5.3 Identify procedures for transferring medical information.

JKT #2/1 item

MODULE 10.6: TIME SERVED RELEASES

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

10.6.1 Identify different types of credits used in computing time served. For example:

- program time
- good time
- work time
- credit for time served
- school time
- early release time

JKT #2/2 items

UNIT 11.0
Maintaining Security
Unit Instructional Time: 7 hours

MODULE 11.1: BASIC PRECAUTIONS
Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

11.1.1 State why the following errors in key handling might pose threats to security:

- wearing keys into the housing area with an inmate
- giving security keys to unauthorized personnel
- putting keys down
- using keys as tools
- keeping old or worn keys
- talking about key numbers in front of inmates
- leaving key in lock after opening door
- entering occupied cell with security keys
- tossing keys to another officer
- putting key numbers on locks

JKT #3/7 items

11.1.2 Identify the purpose of a Sallyport, and describe the procedure for entering or leaving.

JKT #3/2 items

MODULE 11.2: SEARCHING THE FACILITY
Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

11.2.1 Identify items to look for when searching the facility. For example:

- shanks
- excess supplies
- razor keys
- tattoo kits
- excess medications
- contraband
- damage to building

JKT #3/3 items

11.2.2 List the steps and safety precautions to be observed when searching the facility. For example:

- get tools for search (gloves, mirrors, containers)
- plan where to relocate inmates - how to rotate during search
- search individual inmates
- remove inmates from area as searched
- work around room systematically
- designate centralized spot for placing found contraband

- remove contraband
- remove excess supplies
- determine to whom the contraband belonged
- return inmates
- take pictures of evidence
- write and file report on search and results

JKT #3/3 items

11.2.3 List potential hiding places to be checked carefully during a search of the facility. For example:

- shower rod, ledge, curtain seam
- drains
- vents
- commode
- door assemblies
- boxes
- bed post
- soap, toothpaste
- mattress
- books
- garbage cans

JKT #3/3 items

11.2.4 Describe the procedure for limiting and controlling movement of inmate workers during search of facility.

JKT #3/1 item

11.2.5 Identify tools or materials that might be useful during a search of the facility and describe potential uses of each. For example:

- mirrors
- gloves
- screwdrivers
- hammers
- checklists
- metal detectors
- baskets, buckets
- property bags

JKT #3/2 items

MODULE 11.3: SECURITY ROUNDS

Instructional Time: 1.5 hours

INSTRUCTIONAL OBJECTIVES:

11.3.1 Identify principles governing security rounds. For example:

- conduct safety checks of inmates through direct visual observation per Title 15 Section 1027
- make scheduled and unscheduled rounds
- walk quietly
- maintain high profile
- vary routine or pattern of rounds
- document anything out of the ordinary
- conduct surveillance via CCTV but do not become dependent upon it
- maintain communication checks with designated posts

JKT #3/3 items

11.3.2 Identify signs to watch out for on security rounds. For example:

- damage to property
- signs of fights
- inmate's efforts to block view
- excessive supplies
- bizarre behavior of inmates (e.g., rocking)
- bars, locks, doors that have been tampered with
- unusual sounds

JKT #3/2 items

11.3.3 Identify reasons for checking the physical plant and outer fence as well as assigned areas on security rounds.

JKT #3/1 item

11.3.4 Identify steps in conducting outside perimeter checks:

- get equipment together (flashlight, radio, weapons, communication devices)
- notify all posts
- walk around building and fences
- look for abnormalities
- notify officers when you return
- notify watch commander if anything is wrong
- log security check and any problems
- notify superior to fill out maintenance request when appropriate

JKT #3/2 items

11.3.5 List potential warning signs to be observed in outside perimeter checks. For example:

- suspicious vehicles
- people loitering in area
- physical damage to security barriers
- locking mechanisms tampered with
- window/structural damage

JKT #3/1 item

MODULE 11.4: COUNTING AND LOCATING INMATES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

11.4.1 Identify procedures for doing different kinds of counts. For example:

- numerical
- body
- photo

JKT #3/1 item

11.4.2 Identify why the following principles are important to the effective counting of inmates. For example:

- ascertain that each person is alive
- check physical and psychological condition
- never let inmates count
- insist that all movement stops during the count
- verify the count during each shift

JKT #3/4 items

11.4.3 Describe the procedure for responding to the absence of an inmate. For example:

- verify someone is missing
- secure area
- contact supervisor

JKT #3/1 item

11.4.4 List principles of searching for a missing or escaped inmate. For example:

- follow headcount and lockdown procedure
- identify whether missing or escaped

JKT #3/2 items

MODULE 11.5: CONDUCTING SEARCHES OF INMATES

Instructional Time: 2.5 hours

INSTRUCTIONAL OBJECTIVES:

- 11.5.1 Identify the legal principles inherent in conducting clothed (pat-down) and unclothed (strip) searches.

JKT #3/1 item

- 11.5.2 Identify hiding places on males and females where weapons or contraband may be concealed.

JKT #3/2 items

- 11.5.3 Identify the legal principles of searching persons of the opposite sex.

JKT #3/1 item

- 11.5.4 Identify the "universal safety precautions" for conducting searches, e.g., use of gloves, how to avoid razor cuts or needle sticks, etc.

JKT #3/1 item

- 11.5.5 Demonstrate the methods to search an individual, including:

- be alert
- be thorough
- use proper procedure when searching opposite sex

BST #28

Unit 12.0
Report Writing and Record Keeping
Unit Instructional Time: 20 hours

MODULE 12.1: ASSESSMENT AND OVERVIEW

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

- 12.1.1 Given a scenario, simulation or videotape of a jail-related incident, generate a description of the incident.

Assessment

- 12.1.2 Identify the elements of writing that are important for communication, including the following:

- organization and development of the report
- inclusion of relevant information
- anticipation of possible defenses that might be asserted by an inmate
- use of the active person
- use of the first person
- proper use of grammar, punctuation, spelling and word choice

JKT #1/2 items

- 12.1.3 List in order of importance an approach to reviewing common writing errors as follows:

1. Is the description of the incident accurate?
2. Are all the elements of the incident articulated appropriately?
3. Is the report well organized?
4. Is all the necessary information included?
5. Is all the information in chronological order?
6. Are all the conclusions supported?
7. Is the report relatively free of surface errors?

JKT #1/1 item

- 12.1.4 Identify the four major types of reports used in local corrections:

- incident
- disciplinary
- crime
- use of force

JKT #1/3 items

- 12.1.5 Describe the structure and elements of each of the major types of corrections reports identified in 12.1.4.

JKT #1/3 items

12.1.6 Explain the potential uses of each of the four major types of corrections reports identified in 12.1.4, including the following:

- communication of information
- documentation for inspections
- used in court as legal document
- legal liability if no record exists

JKT #1/3 items

MODULE 12.2: WRITING FOR LOCAL CORRECTIONS - CONTENT

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

12.2.1 Given a scenario, write a first draft of a report describing the scenario.

Practicum

12.2.2 In small groups of 4-5, trainees review first draft reports and give feedback to one another focusing only on the content aspects of the report.

No Test

12.2.3 Identify reference material and resources to assist in preparing corrections specific reports, such as the following:

- Title 15 Guidelines
- Penal Code
- policies and procedures manuals
- agency specific forms

JKT #1/2 items

12.2.4 Demonstrate proofreading and revision techniques related to improving the content of corrections specific reports including the following aspects:

- intended audience
- purpose
- organization
- development
- logic

JKT #1/2 items

12.2.5 Based on feedback from small group exercise, revise first draft of report prepared in 12.2.1.

Assessment

12.2.6 Identify the major types of record keeping required in a local corrections setting and what must be included in each type of record, including the following:

- safety checks
- restraint device checks
- suicide watch
- court lists
- etc.

JKT #1/3 items

MODULE 12.3: WRITING FOR LOCAL CORRECTIONS - ORGANIZATION

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

12.3.1 Discuss at least two major ways to organize corrections-related reports and the advantages and disadvantages of each way, such as the following:

- chronological
- structured – topical headings

No Test

12.3.2 Identify reference material and resources to assist in writing reports, such as the following:

- writing manuals
- spellcheckers – handheld, computer based
- dictionary
- thesaurus

No Test

12.3.3 Describe proofreading and revision techniques related to improving the organization of corrections specific reports including the following:

- reading aloud
- outlining sequence of report
- examining logic
- anticipating questions of the reader

JKT #2/2 items

12.3.4 In small groups of 4-5, trainees review second draft of report generated pursuant to 12.2.1 focusing only on organization of the report.

Practicum

MODULE 12.4: INFORMATION GATHERING AND NOTE TAKING

Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

12.4.1 Demonstrate techniques for effective interviewing of inmates including the following:

- open-ended questions
- direct questions
- paraphrasing
- reflecting
- non-verbal cues
- active listening

Practicum

12.4.2 Demonstrate note-taking techniques to gather information during or after interviewing inmates, including the following:

- formatting in chronological order
- abbreviations
- quotes

Practicum

12.4.3 Discuss techniques for effective observation of jail incidents/condition of inmates, including the following:

- specific clues
- dress
- physical appearance
- knowing what to look for
- elements of crime

Practicum

MODULE 12.5: WRITING FOR LOCAL CORRECTIONS - MECHANICS

Instructional Time: 3 hours

INSTRUCTIONAL OBJECTIVES:

12.5.1 Given a scenario of a jail-related incident, write a description of the incident.

Assessment

12.5.2 Identify the major areas of writing mechanics that are involved in professional reports, including the following:

- grammar
- word choice
- sentence structure
- verb/subject agreement
- punctuation
- spelling

JKT #4/2 items

12.5.3 Demonstrate proofreading and revision techniques related to improving the mechanics of corrections specific reports including the following:

- focusing on only one aspect of mechanics at a time
- reading aloud
- 3rd party review (co-worker)

JKT #4/2 items

12.5.4 In small groups of 4-5, trainees review third draft of report generated pursuant to 12.2.1 focusing only on mechanics of the report.

Practicum

MODULE 12.6: REPORT WRITING PRACTICE

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

12.6.1 Given a scenario, write a Disciplinary Report with the correct components of the following:

- content
- organization
- mechanics

Practicum

12.6.2 Using 3rd party review, demonstrate appropriate proofreading and revision techniques for the report generated by 12.6.1.

Practicum

12.6.3 Given a scenario in which a crime occurs, write a report demonstrating the correct components of the following:

- content (Penal Code citations, elements of crime)
- organization
- mechanics

Practicum

12.6.4 Using 3rd party review demonstrate appropriate proofreading and revision techniques for the report generated in 12.6.3.

Practicum

MODULE 12.7: REPORT WRITING - TESTING

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

12.7.1 Given a scenario, write an Incident Report demonstrating the proper components of the following:

- content
- organization
- mechanics

WST #6

12.7.2 Given a scenario, write a Use of Force Report demonstrating the proper components of the following:

- content
- organization
- mechanics

WST #7

UNIT 13.0
Supervising Inmates
Unit Instructional Time: 12.5 hours

MODULE 13.1: MOVEMENT WITHIN THE FACILITY

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

- 13.1.1 State why knowledge of classification system and housing layout is essential to escorting inmates within the facility.

JKT #4/1 item

- 13.1.2 Identify the procedure for facility movement of inmates. For example:

- determine destination
- identify security risks (from classification, physical layout of building, etc.)
- determine if individual or mass movement is appropriate
- secure area
- give instructions to inmates
- escort inmates
- count before, during, and after

JKT #4/1 item

- 13.1.3 Given information regarding an impending inmate movement (number of inmates, classifications, purpose of movement, number of officers available), and decide whether group or individual movement is appropriate.

JKT #4/1 item

- 13.1.4 Identify safety and security concerns for escorting inmates to and from locations within the facility. For example:

- where a person is housed indicates his/her security risk
- walk behind the person
- stance and distance between the officer and inmates is important
- keep a group together
- decide between group and individual movement on the basis of the following:
 - security risk
 - purpose of movement
 - classification
 - how many officers are available
 - maintain orderly movement

JKT #4/3 items

13.1.5 State the potential consequences of improper supervision during in-house movement of inmates. For example:

- loss of officer credibility
- loss of inmate discipline
- passing contraband or information
- riot
- escape
- injury or death

JKT #4/2 items

13.1.6 Identify steps in supervising roll-up. For example:

- immediate enforcement of order
- verification of identity
- recording action in log
- having inmate clean area
- retrieval of jail issued items

JKT #4/1 item

MODULE 13.2: SUPERVISING MEALS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

13.2.1 Identify steps for maintaining control when inmates are released for meals. For example:

- time release of small groups
- ensure all assigned inmates from each module are accounted for during meals

JKT #4/1 item

13.2.2 Identify duties of the corrections officer in supervising meals for inmates in the dining hall. For example:

- ensure appropriate seating (agency specific)
- respond quickly to problems
- make sure food trays, utensils and food are accounted for and are left in dining hall
- ensure that all inmates have a chance to eat

JKT #4/1 item

13.2.3 Identify inmate behaviors that may signal trouble in the dining hall. For example:

- anger
- arguments
- quick movements
- passing
- throwing
- unusual congregating of groups and clicks

JKT #4/2 items

13.2.4 Identify potential problems likely to occur during the meals with inmates in a dining hall. For example:

- fights
- some inmates preventing others from eating
- passing or obtaining contraband
- diversion for escape or assault

JKT #4/1 item

13.2.5 Given a written scenario or video depicting a problem situation occurring in the dining hall, generate a plan for enforcing discipline and/or reestablishing order.

WST #8

13.2.6 Identify responsibilities of corrections officers in supervising the feeding of inmates in their cells. For example:

- make sure all utensils and trays are returned
- prevent inequitable food distribution
- ensure that all inmates have the opportunity to eat

JKT #4/1 item

MODULE 13.3: SUPERVISING CLEANING OF CELLS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

13.3.1 Identify principles relating to the cleanliness of cells using Title 15 for reference.

JKT #4/1 item

13.3.2 Identify responsibilities of corrections officers in supervising the cleaning of cells or dorms by inmates. For example:

- ensure equitable distribution of work
- maintain control over supplies
- ensure that property is not stolen
- prevent passing of contraband
- prevent suicidal persons from obtaining cleaning supplies

JKT #4/1 item

13.3.3 Identify potential dangers to staff and inmates from cleaning supplies.

JKT #4/1 item

MODULE 13.4: SUPERVISING RECREATION

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

- 13.4.1 Identify Title 15 directives and case law relevant to inmate exercise, recreation, fresh air, and natural light exposure.

JKT #4/1 item

- 13.4.2 Identify the problems and issues of classifications for exercise and recreation.

JKT #4/1 item

- 13.4.3 Identify potential safety and security hazards that can occur during recreation time. For example:

- opportunities to escape
- passing of contraband over the fence
- rough-housing developing into fights
- assaults

JKT #4/2 items

- 13.4.4 Identify supervision practices that will help prevent problems during recreation. For example:

- close control over level of activity
- strict enforcement of time schedule
- breaking up unusual groupings
- searching and securing area before and after use

JKT #4/1 item

MODULE 13.5: SUPERVISING USE OF THE TELEPHONE

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

- 13.5.1 Identify Title 15 mandates and other state laws that apply to inmate phone privileges.

JKT #4/1 item

- 13.5.2 Identify problems that may occur during inmate use of phone and explain appropriate staff response. For example:

- making obscene or threatening calls
- property damage to phone
- a few persons monopolizing the phone

JKT #4/2 items

MODULE 13.6: DISTURBANCES AND DISPUTES

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

- 13.6.1 Given sample descriptions of inmate disputes, classify according to whether or not back-up should be called.

JKT #4/1 item

- 13.6.2 Identify reasons for breaking up all horseplay. For example:

- prevents accidental injury
- prevents escalation
- prevents deliberate distraction

JKT #4/1 item

- 13.6.3 State principles for maintaining safety and security while investigating disturbances. For example:

- assess type of disturbance
- don't rush in without planning
- inform other officers before going in
- have back-up ready
- remember safety and security are first priorities

JKT #4/1 item

- 13.6.4 Identify possible consequences of failing to promptly investigate disturbances. For example:

- damage to facility
- physical harm to inmates or staff
- escape
- legal liability

JKT #4/1 item

- 13.6.5 Identify the advantages and disadvantages of using informants in the institution.

JKT #4/1 item

13.6.6 Identify signs of potential disturbances. For example:

- gatherings
- diversionary tactics
- rising noise levels
- unusual quiet
- inmate attention focused on officer
- people who are afraid to leave bunk, go to meal
- unusual requests
- unusual level of jail damage
- new groups forming
- hoarding of commissary goods
- gang inmate subculture affiliation

JKT #4/1 item

13.6.7 Identify precautions that may prevent a dispute from leading to physical injury or property damage. For example:

- know who to call for back-up
- be aware of recent incidents in a tank or module
- be aware of possible set-up
- stay calm
- don't take sides
- don't physically touch someone unless applying restraints or stopping physical injury

JKT #4/1 item

13.6.8 Identify order of escalating interventions in inmate disputes. For example:

- give verbal command
- separate
- isolate

JKT #4/1 item

13.6.9 Given a description of an incident, identify whether the situation warrants investigation.

JKT #4/1 item

MODULE 13.7: PROGRESSIVE DISCIPLINE

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

13.7.1 Identify the legal issues and Title 15 issues concerning the discipline of inmates.

JKT #4/2 items

13.7.2 Define the steps of progressive discipline.

JKT #4/1 item

13.7.3 Define the rules and concepts to be considered in using progressive discipline.

JKT #4/1 item

MODULE 13.8: INMATE GRIEVANCES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

13.8.1 Identify the legal issues and Title 15 issues concerning inmate grievances.

JKT #4/1 item

13.8.2 Identify the roles and steps in the appeals process of inmate "grievance procedures."

JKT #4/1 item

MODULE 13.9 MANIPULATION OF STAFF BY INMATES

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

13.9.1 Identify the traits in which the inmates profile staff members for manipulation.

- naivety
- over-familiarization
- unprofessionalism

JKT #4/2 items

13.9.2 Describe the techniques and strategies of an inmate manipulator.

JKT #4/2 items

13.9.3 Identify the steps of a set-up by an inmate manipulator.

JKT #4/2 items

13.9.4 Describe the signs of being a victim.

JKT #4/2 items

13.9.5 Explain how to prevent being a victim.

Discussion. No Test

13.9.6 Identify the appropriate response when a corrections officer realizes he or she is the victim of a set-up. For example,

- notify supervisor
- document incident
- notify inmate about actions taken

JKT #4/2 items

13.9.7 Given a scenario of manipulation, demonstrate appropriate responses.

Practicum

Unit 14.0
Distribution of Supplies and Commissary
Unit Instructional Time: 1 hour

MODULE 14.1: LEGAL ISSUES

Instructional Time: 5 minutes

INSTRUCTIONAL OBJECTIVES:

- 14.1.1 Identify Title 15 mandates and other code sections relevant to the distribution of supplies, clothing, and bedding.

JKT #3/3 items

MODULE 14.2: PRINCIPLES AND PROBLEMS

Instructional Time: 40 minutes

INSTRUCTIONAL OBJECTIVES:

- 14.2.1 Given a list of inmate classifications and standard supplies, identify potential incompatibilities (e.g., suicidal inmate with razor blade).

JKT #3/3 items

- 14.2.2 Identify things to watch for during clothing or bedding exchange and distribution of supplies. For example:

- destroyed or damaged issue
- deals between inmate workers and inmates
- potential hoarding of supplies (refer to written record)

JKT #3/3 items

- 14.2.3 Identify potential consequences of inadequate supervision of clothing or bedding exchange and distribution of supplies. For example:

- legal liability for inadequate provisions
- health of inmates depends on supplies
- extra clothing/bedding may be used for suicide or escape
- increases costs from distribution of excess
- proper procedures reduce potential for transmitting contagious diseases

JKT #3/2 items

MODULE 14.3: DISTRIBUTION OF COMMISSARY GOODS

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

14.3.1 Identify rules governing the distribution of commissary goods. For example:

- identify inmate before giving goods
- have inmate check contents in front of you
- don't give goods to anyone other than inmate for whom they are intended
- maintain proper inventory controls

JKT #3/3 items

14.3.2 Describe procedure for distributing commissary goods to inmate who is not present at regular distribution time.

JKT #3/1 item

14.3.3 Explain the value of properly operated commissary, (e.g., provides health supplies; important to the inmates).

JKT #3/2 items

UNIT 15.0
Monitoring Psychological and Physical Health
Unit Instructional Time: 12 hours

MODULE 15.1: LEGAL ISSUES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

- 15.1.1 Identify Title 15 mandates regarding the medical and psychological treatment of prisoners, and potential liability for noncompliance.

JKT #4/5 items

MODULE 15.2: MENTAL HEALTH ISSUES

Instructional Time: 2.5 hours

INSTRUCTIONAL OBJECTIVES:

- 15.2.1 Identify the following potential signs of mental health issues in inmates:

- withdrawal
- bizarre behavior
- excessive fear
- loss of appetite
- a noticeable change in established behavior
- mentally disordered
- use of psychotropic drugs
- expressing personal/familial problems
- suicide statements

JKT #4/10 items

- 15.2.2 Presented with a simulated interview or interaction between an inmate and a corrections officer, generate a written description of the inmate's behavior and appearance.

WST #9

MODULE 15.3: SUICIDE ISSUES

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

15.3.1 Discuss potential liabilities resulting from a suicide.

- agency
- individual
- deliberate indifference (failure to act)

Discussion. No Test

15.3.2 Describe signs and symptoms of inmates who pose suicide risk.

- persons potentially at risk (e.g. law enforcement officers, celebrities, politicians, depressed, withdrawn)
- initial period of incarceration
- isolation
- state of intoxication

JKT #4/5 items

15.3.3 Identify officers' responsibilities when dealing with suicide risk inmates.

- communication
- medical staff involvement
- monitoring
- environmental precautions

JKT #4/2 items

15.3.4 Given a simulated conversation or interaction with a potentially suicidal inmate, demonstrate at least three verbal comments a corrections officer could make to intervene.

BST #29

15.3.5 Identify suicide risk factors - Inmate perspective:

- fear of the unknown
- authoritarian environment
- no apparent control of the future
- isolation from family and significant others
- shame of incarceration
- dehumanizing aspects of incarceration

JKT #4/3 items

15.3.6 Identifying suicide risk factors - Predisposing factors:

- recent excessive drinking or use of drugs
- recent loss of stabilizing resources
- severe guilt or shame over the offense
- same sex rape or threat of rape
- current mental illness
- approaching an emotional breaking point

JKT #4/3 items

15.3.7 Identifying suicide risk factors - High risk suicide periods:

- first 24 hours of confinement
- intoxication/withdrawal
- trial sentencing hearings
- impending release
- decreased staff supervision
- weekends and holidays
- bad news from home

JKT #4/2 items

15.3.8 Presented with a scenario of inmate behavior, generate a written report of the inmate's behavior and appearance. Include the following:

- factors that indicate risk
- statements made by inmate
- corrections officer actions

WST #10

MODULE 15.4: INDICATORS OF SUBSTANCE ABUSE

Instructional Time: 2.5 hours

INSTRUCTIONAL OBJECTIVES:

15.4.1 Identify the potential indicators of substance abuse among inmates. For example:

- stealing sugar
- signs of intoxication
- dilation of pupils
- speech patterns
- behavior changes
- odors
- unusual movement
- signs of intravenous drug use

JKT #5/2 items

15.4.2 Given recent drug history of an inmate, describe behavior problems the inmate might exhibit in the jail.

- PCP flashback
- alcohol DT's
- opiate withdrawal

JKT #5/1 item

MODULE 15.5: INDICATORS OF PHYSICAL/MEDICAL PROBLEMS

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

15.5.1 Identify the following as potential indicators of physical problems requiring medical attention. For example:

- unusual requests to medical staff
- unusual reaction to medication
- loss of appetite
- injury, blood on clothing
- nodding, seizures, tremors
- skin color
- changes in established behavior

JKT #5/3 items

15.5.2 Given a list of inmate classifications, identify those that may indicate physical problems requiring medical treatment and/or special treatment conditions (e.g., paraplegic, colostomy, pregnancy, severe back problems, recovery from surgery).

JKT #5/3 items

15.5.3 Discuss potential benefits of listening to what other inmates are saying about a fellow inmate.

Discussion. No Test

15.5.4 Identify the infectious diseases most likely to show up in a jail (e.g., AIDS, hepatitis, lice, T.B.).

JKT #5/3 items

15.5.5 Describe symptoms and treatment conditions related to those diseases most likely to show up in a jail.

JKT #5/3 items

15.5.6 Identify the modes of transmission of infectious diseases.

JKT #5/3 items

15.5.7 Identify the "universal safety precautions" and their application to jail environment.

JKT#5/3 items

MODULE 15.6: ASSISTING MEDICAL PERSONNEL IN THE DISTRIBUTION OF MEDICATION

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

15.6.1 Discuss the role of the corrections officer when assisting medical staff.

- verify ID of inmate
- control inmates in line
- monitor interaction between medical staff and inmates

Discussion. No Test

15.6.2 Identify the reasons that doctors and nurses are to be informed of the classification of all persons they visit, informed that security takes precedence over treatment, and are to be accompanied at all times.

JKT #5/1 item

15.6.3 Identify the consequences of improper control over medications and their distribution. For example:

- legal liability
- control problems
- hoarding medications may lead to intoxication or suicide
- selling medications

JKT #5/2 items

15.6.4 Differentiate among the following terms related to medication.

- administer
- dispense
- deliver

JKT #5/2 items

15.6.5 Identify inmates' rights to refuse medications.

JKT #5/1 item

15.6.6 Discuss possible communication issues between medical staff and corrections officers.

Discussion. No Test

UNIT 16.0
Management of Inmate Workers
Unit Instructional Time: 1 hour

MODULE 16.1: SELECTION OF INMATE WORKERS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

16.1.1 Identify criteria for selection of inmate workers:

- classification of crime
- physical ability
- disciplinary record

JKT #4/1 item

16.1.2 Given a description of an inmate (including classification, physical ability, etc.), classify the person as appropriate or inappropriate for the position of inmate worker.

JKT #4/1 item

MODULE 16.2: ASSIGNMENT OF RESPONSIBILITIES TO INMATE WORKERS

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

16.2.1 Identify reasons that inmates should be assigned to work details rather than selecting their own:

- breaches of security
- used for communication
- movement of contraband

JKT #4/1 item

16.2.2 Identify reasons that friends/relatives should not be put together as inmate workers.

JKT #4/1 item

16.2.3 Given a list of tasks and responsibilities, classify them as appropriate or inappropriate for assignment to inmate workers.

JKT #4/1 item

16.2.4 Identify ability requirements and restrictions related to specific duty assignments (e.g., no one with an infectious disease should work in the kitchen).

JKT #4/1 item

UNIT 17.0
Screening and Monitoring of Visitors
Unit Instructional Time: 1 hour

MODULE 17.1: LEGAL ISSUES

Instructional Time: .5 hour

INSTRUCTIONAL OBJECTIVES:

17.1.1 Define privileged communication using the appropriate references.

JKT #4/1 item

17.1.2 Given a list of potential visitors, identify those who would have the right to privileged communication.

JKT #4/1 item

17.1.3 Identify the rights and visitation privileges of attorneys and other visitors using appropriate code sections, minimum jail standards, and case law for reference.

JKT #4/1 item

17.1.4 Identify potential consequences of violating statutes concerning privileged communication. For example:

- legal liability
- dismissal of case

JKT #4/1 item

MODULE 17.2: GENERAL VISITATION

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

17.2.1 Identify appropriate steps to be taken in admitting visitors, including:

- screen and check visitation slips
- check ID
- determine if person is eligible to visit (age, criminal history, etc.)
- search if necessary
- issue passes or badges if appropriate
- admit and release
- maintain visitor log

JKT #4/1 item

- 17.2.2 Given inmate classification and other relevant information, identify procedure for monitoring non-contact visit.

JKT #4/1 item

- 17.2.3 Discuss problems most commonly associated with visits from family or friends.

Discussion. No Test

MODULE 17.3: PROFESSIONAL VISITATION

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

- 17.3.1 Identify the reasons why security takes priority over professional visitation.

JKT #4/1 item

- 17.3.2 Analyze problems most commonly associated with visits from lawyers, medical personnel, and clergy.

Discussion. No Test

UNIT 18.0
Screening and Distribution of Mail
Unit Instructional Time: 1 hour

MODULE 18.1: LEGAL ISSUES

Instructional Time: 10 minutes

INSTRUCTIONAL OBJECTIVES:

- 18.1.1 Identify Title 15 mandates and postal regulations relevant to the opening and reading of legal and non-legal mail.

JKT #4/1 item

- 18.1.2 Define "legal mail" using Title 15 for reference.

JKT #4/1 item

MODULE 18.2: PROCESSING NON-LEGAL MAIL

Instructional Time: 20 minutes

INSTRUCTIONAL OBJECTIVES:

- 18.2.1 Identify types of information or communications that should not be transmitted to inmates and indicate why each is inappropriate. For example:

- pornography
- escape related material
- information about contraband drops

JKT #4/1 item

- 18.2.2 Identify signs or symbols that may appear on envelopes or letters indicating gang affiliation (jail intelligence).

JKT #4/1 item

- 18.2.3 Identify types of contraband most commonly found in mail.

JKT #4/2 items

- 18.2.4 Given sample portions of letters containing various types of information, discuss why the information can pose a threat to the safety and security of the institution.

- codes
- escape related material
- pending court cases
- threats of violence/criminal activity

Discussion. No Test

MODULE 18.3: PROCESSING LEGAL MAIL

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

18.3.1 Identify the appropriate procedure for handling legal mail. For example:

- obtain permission from inmate to open mail
- if permission denied, refer to postal regulations
- open in front of the inmate
- scan, don't read
- look for contraband

JKT #4/1 item

18.3.2 Identify possible consequences of processing legal mail inappropriately.

JKT #4/1 item

18.3.3 Identify signs indicating that mail marked "legal" is in fact not legal mail.

JKT #4/1 item

MODULE 18.4: DISTRIBUTION OF MAIL

Instructional Time: .25 hour

INSTRUCTIONAL OBJECTIVES:

18.4.1 Identify the persons to whom an inmate's mail can be delivered (e.g., only the inmate).

JKT #4/1 item

18.4.2 Identify possible consequences of improper mail distribution:

- legal liability
- resentment from inmates
- disturbances/physical confrontation

JKT #4/1 item

UNIT 19.0
Transport Outside of Facility
Unit Instructional Time: 2 hours

MODULE 19.1: PREPARATION FOR TRANSPORT

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

19.1.1 Identify the steps to follow in preparing to transport an inmate. For example:

- determine reason/authority for transport
- determine appropriateness of transport given departmental policy
- plan route to destination and parking
- check road and weather conditions
- determine appropriate level of security
- search transport vehicle and ensure that it is operable
- verify identity of inmate
- search inmate
- apply restraints as appropriate
- verify appropriate ratio of officers to inmates

JKT #4/1 item

19.1.2 Given a list of possible inmate classifications, identify those that should not be mixed during transport.

JKT #4/1 item

19.1.3 Discuss why crime partners should not be transported together.

Discussion. No Test

19.1.4 Identify the consequences of transporting the wrong inmate.

JKT #4/1 item

19.1.5 Identify the procedure for verifying the identity of an inmate prior to transport. For example:

- picture
- date of birth
- personal data
- wrist band
- source documents

JKT #4/2 items

19.1.6 Identify safety equipment to be carried by corrections officers during transport. For example:

- chemical agents
- gun belt
- sidearm
- communication equipment

JKT #4/1 item

MODULE 19.2: TRANSPORT PROCEDURE

Instructional Time: 1 hour

INSTRUCTIONAL OBJECTIVES:

19.2.1 Identify reasons that inmates should not have any outside contact during transport.

JKT #4/1 item

19.2.2 Identify principles for transporting women, protective custody, and disabled inmates.

JKT #4/2 items

19.2.3 Identify the steps in the transport procedure. For example:

- put inmate in vehicle
- lock vehicle
- travel to destination
- communicate special orders/classification to officer receiving the inmate
- verify identity of transporting officer

JKT #4/1 item

19.2.4 Identify consequences of improper supervision of inmates during transport.

JKT #4/1 item

19.2.5 Discuss problems that can occur during transport.

- vehicle breakdown/accidents
- inmate assaults
- manipulation by inmates (possible faked illness)
- rendering aid to private citizens

Discussion. No Test

UNIT 20.0
Emergency Procedures
Unit Instructional Time: 10 hours

MODULE 20.1: EMERGENCY PLANNING

Instructional Time: 2 hours

INSTRUCTIONAL OBJECTIVES:

20.1.1 Identify emergency situations faced in a correctional facility:

- natural disasters
- inmate disturbances (riots, work stoppages, etc.)
- technological failures (power outages, etc.)

JKT #5/3 items

20.1.2 Discuss priorities and responsibilities of corrections officers during an emergency situation considering the following:

- the safety and protection of the general public
- the safety and welfare of any hostage
- safeguarding of personnel to prevent injuries or loss of life
- isolation and protection of those inmates not directly involved in the emergency
- maintaining the security of the facility
- protection of county/city property

Discussion. No Test

20.1.3 Identify principles for the evacuation of inmates for such emergencies as fire, hazardous materials spill, earthquake, etc.

- remain calm
- be alert for possible escape
- keep inmates together
- keep outsiders away from inmates
- follow facility specific evacuation procedures

JKT #5/3 items

20.1.4 Demonstrate procedures for communicating with staff and inmates during emergencies:

- calm demeanor
- give clear instructions
- identify the emergency
- alert fellow staff
- identify involved parties
- document the emergency as soon as practical

Practicum. No Test

- 20.1.5 Given a description of an emergency situation, explain what steps need to be taken to successfully resolve the incident.

BST #30

MODULE 20.2: FIRE AND LIFE SAFETY

Instructional Time: 8 hours

INSTRUCTIONAL OBJECTIVES:

- 20.2.1 Describe the elements of inspecting for and maintaining fire safety in a correctional facility taking into account such aspects as the following:

- construction
- exits
- mechanical and electrical devices and wiring
- housekeeping
- fire extinguishing and alarm equipment
- training and planning

JKT # 5/1 item

- 20.2.2 Identify steps in responding to a fire in a correctional facility:

- determine severity, scope, type and cause
- call for assistance and/or alert other staff
- extinguish fire, if possible
- evacuate inmates, if necessary
- follow evacuation steps according to facility-specific evacuation plan, i.e., know facility smoke control zones
- notify outside agencies, chain of command

JKT # 5/5 items

- 20.2.3 Match different types of fires with extinguishing equipment appropriate for each.

JKT # 5/2 items

- 20.2.4 Explain how an automatic sprinkler system operates (e.g., not all sprinkler heads operate at the same time).

JKT # 5/1 item

- 20.2.5 Identify possible dangers from the spread of smoke and gases in the facility.

JKT # 5/2 items

20.2.6 Explain the concept of and procedures for isolating and confining to the area of origin fire, smoke and gases in a correctional facility taking into account the following:

- fire walls and doors
- proper maintenance of fire door latches and hardware
- prevention of obstacles near fire doors
- stairways and shafts

JKT # 5/1 item

20.2.7 Using actual or sample hose lengths (2-3 feet), describe two types of fire hoses and explain how they are turned on and used in a correctional facility.

- linen
- jacketed

JKT # 5/2 items

20.2.8 Using actual or sample fire hose nozzles most commonly found in a correctional facility, demonstrate how the three types of nozzles are turned on and used.

- straight nozzle (without shut-off valve)
- straight nozzle (with shut-off valve)
- spray nozzle (with controls)

BST #31

20.2.9 Explain the major mistakes involved in the use of self-contained breathing apparatus (SCBA) including:

- not recognizing the need for safety of person using SCBA
- putting on mask before turning on oxygen
- failure to heed warning alarm indicating oxygen is running out
- failure to put back SCBA in proper position and/or not refilling
- failure to practice regularly (i.e., every 30 days)

JKT # 5/3 items

20.2.10 Demonstrate the use of fire extinguishing equipment on a simulated or demonstration fire.

BST #32

20.2.11 Demonstrate the use of self-contained breathing apparatus (SCBA). In approximately 60 seconds, trainees must:

- put on tank with straps
- turn on air
- put on and secure mask
- get air through unit
- keep on for approximately 5 minutes
- accurately read gauge

BST #33

UNIT 21.0
Testifying in Court
Unit Instructional Time: 4 hours

MODULE 21.1: PREPARATION FOR TESTIFYING IN COURT

Instructional Time: 1.75 hours

INSTRUCTIONAL OBJECTIVES:

21.1.1 Discuss common reasons why a corrections officer would be required to testify in court.

- found evidence
- witness to a crime that occurred within the jail
- victim of crime
- civil case where agency is defended in lawsuit

JKT #5/1 item

21.1.2 Identify the roles of the key figures in court (e.g., attorneys, judge, bailiff, court clerk).

JKT #5/1 item

21.1.3 Identify the consequences of poor performance in court by a corrections officer. For example:

- poor performance may lessen the court's confidence in the corrections officer
- poor performance may result in the dismissal of charges
- failure to report to court could result in a "contempt of court" charge, and possible fine or jail sentence
- disciplinary action against officer

JKT #5/1 item

21.1.4 Identify the principles for appearing in court. For example:

- follow department dress code
- prior to your appearance, contact the district attorney who has called you to court
- review the case prior to your appearance
- review district attorney's and defense attorney's questions prior to your appearance
- do not discuss the case with anyone but the DA or investigating officer
- answer questions briefly and honestly
- do not argue with the defense attorney
- be prepared to say "I don't know"
- do not offer confidential information
- bring all pertinent reports dealing with case

JKT #5/1 item

MODULE 21.2: COURT APPEARANCES

Instructional Time: 2.25

INSTRUCTIONAL OBJECTIVES:

21.2.1 Identify the steps to be taken the actual day of the court appearance:

- check to confirm that appearance is going to be required that day
- see district attorney
- go to courtroom
- wait for name to be called
- swear in
- review reports
- review photos if available

JKT #5/1 item

21.2.2 Identify proper behavior for testifying in court. For example:

- follow directions of court clerk or bailiff
- where and how to sit
- procedure for being sworn in
- speak clearly and audibly
- don't rush to answer/take your time

JKT #5/1 item

21.2.3 Given a scenario of a case in which a corrections officer must testify, demonstrate examples of good courtroom etiquette, demeanor, and testifying.

BST #34

Unit 22.0
Physical Tasks
Instructional Time: 21 hours

MODULE 22.1: ORIENTATION AND ASSESSMENT

Instructional Time: 4 hours

INSTRUCTIONAL OBJECTIVES:

22.1.1 Participate in an individual self-assessment evaluation comprised of the following:

- Timed 1.5–3 mile run or walk
- Flexibility exercises (such as sit and reach) for hamstring and back
- Baseline number of push-ups and sit-ups

22.1.2 Demonstrate self-monitoring techniques for use in an individual exercise program such as the following:

- Heart rate
- Perceived exertion

22.1.3 Identify the major injuries that might disable a corrections officer, such as:

- Knee injuries
- Back injuries

22.1.4 Complete a 50-yard sprint within 20 seconds.

BST #35

22.1.5 Demonstrate ability to drag a 165 lb. weight (dummy) for a distance of 20 feet or more over a carpeted or flat, mowed grass surface within 30 seconds.

BST #36

22.1.6 Demonstrate ability to walk a total distance of 75 feet (three 25-foot laps) within 30 seconds wearing a 30 pound airpack/backpack.

BST #37

22.1.7 On a flat course starting 15 yards back from a flight of stairs or bleacher steps, walk or jog the 15 yards, climb up 10 steps, then turn, climb back down the steps, and walk briskly or jog back to the starting point within 30 seconds.

BST #38

MODULE 22.2: TECHNIQUES AND PRACTICE

Instructional Time: 17 hours

INSTRUCTIONAL OBJECTIVES:

Note: not to exceed 2 hours in any one day. Resistance training to be performed with at least one full training day in between sessions.

22.2.1 Participate in the course-instructed techniques and practice curriculum outlined in the Physical Tasks Training Manual.

SECTION E: TEST BY INSTRUCTIONAL OBJECTIVE INDEX

The Test by Instructional Objective Index presents the linkage of Instructional Objectives to specific Job Knowledge Tests (**JKT**), Written Skills Tests (**WST**), and Behavior Skills Tests (**BST**). Each test represents a learning domain (knowledge or skill area) that is composed of one or more Instructional Objectives, usually following the topical outline.

Together with the information provided for each objective in Section D of this manual, the Test by Instructional Objective Index provides a framework for constructing tests to be used in the course. The following steps are recommended to aid the training provider in the development of their tests.

Step 1: Identify the instructional objective(s) in the test you wish to construct. These are indicated in the right hand column of the index.

Step 2: To develop a **Job Knowledge Test**:

- 1) From the Index, determine the number of multiple choice items to be included in the test shown in the # Items column. This number represents an adequate sampling for the learning domain. An adequate sampling is usually considered to be no less than 20 items. The Job Knowledge Test can be augmented by Written Skills Tests and/or Behavior Skills Tests to increase the reliability of measuring a trainee's grasp of the material. Training providers may increase the number of questions.
- 2) From Section D of this manual determine the number of questions (items) called for to measure the instructional objectives that are to be included in the test. The number of test items is shown for each objective. This specification indicates the minimum number of items within the test that should be developed to measure the trainee's learning for the particular instructional objective.
- 3) Prepare test items.
- 4) Determine approximate testing time by multiplying the number of test items by one-half minute (30 seconds).

Step 3: To develop a **Written Skill or Behavior Skill Test**:

- 1) Locate in Section D of this manual the instructional objective that is written to measure the trainee's learning by this type of test. The instructional objective is written as a job simulation activity.
- 2) Prepare a job performance simulation activity that can be completed by each trainee in the instructional time frame.

Please refer to the **Handbook for Presenting Core Courses** for more detail on test administration and scoring. An additional publication, *Test Item Writing for Core Courses*, is also available for the development of questions for the Job Knowledge Tests.

TEST BY INSTRUCTIONAL OBJECTIVE INDEX

Job Knowledge Test	# of Items	INSTRUCTIONAL OBJECTIVES
1	120	2.1.1, 2.1.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 3.1.1, 3.2.1, 3.2.3, 3.3.1, 3.3.2, 3.3.3, 3.4.1, 3.4.2, 3.4.3, 3.4.4, 4.1.3, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.3.8, 5.3.9, 5.3.10, 5.3.11, 5.3.12, 8.1.1, 8.1.2, 8.1.3, 8.1.4, 8.1.5, 8.2.1, 8.2.2, 12.1.2, 12.1.3, 12.1.4, 12.1.5, 12.1.6, 12.2.3, 12.2.4, 12.2.6,
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Written Skills Test	Objective	Behavior Skills Test	Objective
1	3.2.2	1	7.1.10
2	5.2.3	2	7.1.11
3	8.11.4	3	7.1.12
4	8.11.6	4	7.1.15
5	9.1.3	5	8.1.6
6	12.7.1	6	8.3.3
7	12.7.2	7	8.3.4
8	13.2.5	8	8.4.1
9	15.2.3	9	8.4.2
10	15.3.8	10	8.5.1
		11	8.6.1
		12	8.6.2
		13	8.7.1
		14	8.8.1
		15	8.8.2
		16	8.8.3
		17	8.8.4
		18	8.8.5
		19	8.8.6
		20	8.8.7
		21	8.8.8
		22	8.10.1
		23	8.10.2
		24	8.10.3
		25	8.10.4
		26	8.10.5
		27	8.11.5
		28	11.5.5
		29	15.3.4
		30	20.1.5
		31	20.2.8
		32	20.2.10
		33	20.2.11
		34	21.2.3
		35	22.1.4
		36	22.1.5
		37	22.1.6
		38	22.1.7

SECTION F: INSTRUCTIONAL OBJECTIVE BY CORE TASK INDEX

This index documents the job relatedness of each objective that has been included in the Adult Corrections Officer Core Training Course. Because of space limitations, core tasks are listed by number in this index. However, Section G, titled Core Tasks for Adult Corrections Officers, presents each core task's narrative statement as it was when the tasks were evaluated by Adult Corrections Officers during the job task analyses. The task numbers shown in this index correspond to the task numbers in the Section G task list. Together, these sections will enable the correctional trainer, employer and employee to study the relationship between core tasks and objectives.

INSTRUCTIONAL OBJECTIVE BY CORE TASK INDEX

Objective	Relevant Core Task
2.1.1	All Tasks
2.1.2	All Tasks
2.2.1	All Tasks
2.2.2	All Tasks
2.2.3	All Tasks
2.2.4	All Tasks
2.2.5	All Tasks
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3.2.2	All Tasks
3.2.3	All Tasks
3.3.1	All Tasks
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3.4.1	All Tasks
3.4.2	All Tasks
3.4.3	All Tasks
3.4.4	All Tasks
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6.3.3	64, 77, 88, 126, 197, 198, 199, 200, 201, 202, 203, 204, 207
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11.5.5	79, 80
12.1.1	44, 49, 50, 52, 54, 58, 175
12.1.2	44, 49, 50, 52, 54, 58, 175
12.1.3	44, 49, 50, 52, 54, 58, 175
12.1.4	44, 49, 50, 52, 54, 58, 175
12.1.5	44, 49, 50, 52, 54, 58, 175
12.1.6	44, 49, 50, 52, 54, 58, 175
12.2.1	44, 49, 50, 52, 54, 58, 175
12.2.2	44, 49, 50, 52, 54, 58, 175
12.2.3	44, 49, 50, 52, 54, 58, 175
12.2.4	44, 49, 50, 52, 54, 58, 175
12.2.5	44, 49, 50, 52, 54, 58, 175
12.2.6	44, 49, 50, 52, 54, 58, 175
12.3.1	44, 49, 50, 52, 54, 58, 175
12.3.2	44, 49, 50, 52, 54, 58, 175
12.3.3	44, 49, 50, 52, 54, 58, 175
12.3.4	44, 49, 50, 52, 54, 58, 175
12.4.1	44, 49, 50, 52, 54, 58, 175
12.4.2	44, 49, 50, 52, 54, 58, 175
12.4.3	44, 49, 50, 52, 54, 58, 175
12.5.1	44, 49, 50, 52, 54, 58, 175
12.5.2	44, 49, 50, 52, 54, 58, 175
12.5.3	44, 49, 50, 52, 54, 58, 175
12.5.4	44, 49, 50, 52, 54, 58, 175
12.6.1	44, 49, 50, 52, 54, 58, 175
12.6.2	44, 49, 50, 52, 54, 58, 175
12.6.3	44, 49, 50, 52, 54, 58, 175

Objective	Relevant Core Task
12.6.4	44, 49, 50, 52, 54, 58, 175
12.7.1	44, 49, 50, 52, 54, 58, 175
12.7.2	44, 49, 50, 52, 54, 58, 175
13.1.1	24, 39, 194
13.1.2	24, 39, 121, 194
13.1.3	24, 39, 194
13.1.4	24, 39, 194
13.1.5	24, 39, 194
13.1.6	39, 98, 194
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13.2.2	92, 93, 94
13.2.3	92, 93, 94
13.2.4	92, 93, 94
13.2.5	92, 93, 94
13.2.6	92, 93, 94
13.3.1	85, 86
13.3.2	85, 86
13.3.3	85, 86
13.4.1	55, 104
13.4.2	55, 104
13.4.3	55, 104
13.4.4	55, 104
13.5.1	8
13.5.2	8
13.6.1	43, 56, 83, 115, 224
13.6.2	43, 56, 83, 115, 224
13.6.3	43, 56, 83, 115, 129, 224
13.6.4	43, 56, 83, 115, 224
13.6.5	43, 56, 83, 115, 208, 209, 224
13.6.6	43, 56, 83, 115, 195, 216, 224
13.6.7	43, 56, 83, 115, 224
13.6.8	43, 56, 83, 115, 186, 224
13.6.9	43, 56, 83, 115, 224
13.7.1	57, 170, 171, 196, 210
13.7.2	57, 170, 171, 196, 210

Objective	Relevant Core Task
13.7.3	57, 170, 171, 196, 210
13.8.1	91
13.8.2	91
13.9.1	All Tasks
13.9.2	All Tasks
13.9.3	All Tasks
13.9.4	All Tasks
13.9.5	All Tasks
13.9.6	All Tasks
13.9.7	All Tasks
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14.2.1	13, 101, 102
14.2.2	13, 101, 102
14.2.3	13, 101, 102
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14.3.2	95
14.3.3	95
15.1.1	6, 22, 90, 91
15.2.1	47, 225, 226
15.2.2	47, 225, 226
15.3.1	47, 168, 169, 225, 226
15.3.2	47, 168, 169, 225
15.3.3	47, 168, 169, 209, 225
15.3.4	47, 168, 169, 185, 186, 225
15.3.5	47, 168, 169, 225
15.3.6	47, 168, 169, 225
15.3.7	47, 168, 169, 225
15.3.8	47, 168, 169, 225
15.4.1	168, 169, 226
15.4.2	168, 169, 226
15.5.1	6, 47, 225, 226
15.5.2	6, 47, 225, 226
15.5.3	6, 47, 209, 225, 226
15.5.4	6, 47, 225, 226
15.5.5	6, 47, 225, 226

Objective	Relevant Core Task
15.5.6	6, 47, 225, 226
15.5.7	6, 47, 225, 226
15.6.1	90, 97
15.6.2	90, 97
15.6.3	90, 97
15.6.4	90, 97
15.6.5	90, 97
15.6.6	90, 97
16.1.1	105, 106
16.1.2	105, 106
16.2.1	87, 99, 105, 106, 158
16.2.2	87, 99, 105, 106, 158
16.2.3	87, 99, 105, 106, 158
16.2.4	87, 99, 105, 106, 158
17.1.1	62, 125, 161
17.1.2	62, 125, 161
17.1.3	62, 125, 161
17.1.4	62, 125, 161
17.2.1	40, 61, 62, 63, 64, 65, 66, 125, 161, 162, 163
17.2.2	40, 61, 62, 63, 64, 65, 66, 125, 161, 162, 163
17.2.3	40, 61, 62, 63, 64, 65, 66, 125, 161, 162, 163
17.3.1	61, 62, 63
17.3.2	61, 62, 63, 96
18.1.1	108, 109
18.1.2	108, 109
18.2.1	25, 29, 108
18.2.2	25, 29, 60
18.2.3	25, 29, 108
18.2.4	25, 29, 108
18.3.1	109
18.3.2	109
18.3.3	108, 109
18.4.1	110
18.4.2	110
19.1.1	26, 27, 34, 79, 88, 100, 126, 139

Objective	Relevant Core Task
19.1.2	26, 34
19.1.3	26
19.1.4	26
19.1.5	26
19.1.6	100
19.2.1	28
19.2.2	28
19.2.3	28, 30, 218
19.2.4	28
19.2.5	28, 30
20.1.1	48, 68, 123, 129
20.1.2	48, 68, 123, 129, 168, 169
20.1.3	48, 68, 123, 129, 179
20.1.4	48, 68, 123, 129
20.1.5	48, 68, 123, 129
20.2.1	48, 123, 129
20.2.2	48, 68, 123, 129
20.2.3	48, 68, 123, 129, 178
20.2.4	48, 123, 129, 178
20.2.5	48, 68, 123, 129, 178
20.2.6	48, 68, 123, 129, 178
20.2.7	48, 68, 123, 129, 178
20.2.8	48, 68, 123, 129, 178
20.2.9	48, 68, 123, 129, 178
20.2.10	48, 68, 123, 129, 178
20.2.11	68, 123, 129, 178
21.1.1	133, 134
21.1.2	133, 134
21.1.3	133, 134
21.1.4	133, 134
21.2.1	133, 134
21.2.2	133, 134
21.2.3	133, 134
22.1.1	111, 112, 113, 142, 143, 144, 152, 153, 154, 155, 156, 157
22.1.2	111, 112, 113, 142, 143, 144, 152, 153, 154, 155, 156, 157

Objective	Relevant Core Task
22.1.3	111, 112, 113, 142, 143, 144, 152, 153, 154, 155, 156, 157
22.1.4	142, 144, 157
22.1.5	152, 153, 154, 155, 156
22.1.6	111, 112, 113, 143, 144, 152, 153
22.1.7	111, 112, 113, 142, 143, 144, 152

SECTION G: CORE TASKS FOR ADULT CORRECTIONS OFFICERS

The following list is provided for the convenience of corrections training providers, employers and employees. This list presents the tasks and responsibilities that were identified as necessary and important for Adult Corrections Officers to perform their job. The list is taken from the Job Analysis Questionnaire used in the original Standards Project (1982-1985) and the Standards Revision Projects (1989-1990, 1993-1994 and 1999-2000). The tasks in this section are the statewide core tasks for the majority of Adult Corrections Officers employed by California's local corrections agencies.

This list will assist in the reading of Section F, the Instructional Objectives by Task Index. The numbers used to identify tasks in that index are the same numbers used in the list provided here. This list provides the task or job responsibility written out in full narrative detail.

ADULT CORRECTIONS OFFICER CORE TASKS

1. Obtain information from transporting/arresting officers and inmates for intake purposes.
2. Review intake forms and/or court documents for accuracy, completeness and time limits.
3. Fill out intake screening forms (paper or computer generated).
4. Record disposition of inmates' property, clothing and/or money in appropriate log.
6. Screen inmates to determine if medical attention is needed.
7. Inventory and take custody of inmates' property, clothing and/or money.
8. Provide incoming inmates any required phone calls.
9. Supervise or conduct photographing of incoming inmates.
10. Fingerprint/palmprint inmates using ink-rolling equipment.
11. Fingerprint inmates using "Live-Scan" equipment.
13. Supervise or issue clothing, bedding, and supplies to new inmates.
14. Prepare inmate identification cards or identification wristbands and give/affix to inmates.
15. Prepare forms, cards, file jackets necessary to initiate inmates' facility record (for example, Facility Record Card, Housing Card).
16. Run warrant checks and interpret criminal history as needed on incoming inmates and/or prior to releasing inmates.
17. Release inmates on Own Recognizance (OR) or Cite Release and fill out appropriate forms.
18. Request and interpret DOJ criminal history ("rap sheet").
19. Classify inmates and assign proper housing.
20. Verify identity of inmates before releasing.
21. Perform paperwork necessary for "in-custody" releases (for example, to another detention facility).
22. Prepare pre-booking medical screening form.
23. Turn over property and/or money for releases, get appropriate signatures and record/log.
24. Escort inmates individually or in groups to and from locations within facility.
25. Search and read inmate-to-inmate mail.
26. Verify inmates' identity and classification before escorting or transporting within or outside of the facility.
27. Apply restraint devices such as leg irons, travel chains, belly chains, leather restraints, etc. to a non-resisting inmate.

28. Transport inmates individually or in groups to and from locations outside the facility.
29. Identify and seize unauthorized mail or other unauthorized material.
30. Transport inmates using a van.
31. Communicate orally with other corrections officers regarding operations within the facility.
32. Prepare/update/file inmates' records, roster, housing cards/personal data cards.
33. Communicate orally, with inmates in a language other than English.
34. Prepare list of inmates going to court by reviewing arrest forms, detention/minute orders, court calendar.
35. Review court orders, court dispositions, ORs, (to determine inmates' detention status), take necessary actions, and file court documents/papers.
36. Review bail bonds to ensure correctness.
38. Follow oral instructions from supervisors and others.
39. Log inmate movement in and out of cells and facility.
40. Log non-inmates entering and leaving the facility (for example, attorneys, visitors, civilian workers).
41. Give instructions/directions orally to individual inmates.
42. Give instructions/directions orally to groups of inmates.
43. Notice subtle changes in group inmate behavior patterns (noise level, inmate interactions, etc.).
44. Record relevant activities and incidents occurring during shift in daily journal or logs (e.g., medical log, suicide watches, detox, etc.).
45. Fill out inspection slips and security check slips regarding cells and housing areas.
46. Videotape critical or potentially critical incidents for documentation purposes.
47. Recognize behavioral characteristics of potentially suicidal inmates.
48. Fill out inspection slips and security check slips regarding emergency response/safety equipment.
49. Write incident reports.
50. Write disciplinary reports/rule violations.
52. Write crime reports (such as escape, drug, assault).
54. Write "use of force" reports.
55. Supervise and monitor inmates attending various programs (e.g., religious services, AA, education, vocational training).
56. Remain aware and alert to inmate behavior during prolonged periods of inactivity.

57. Maintain discipline without causing unnecessary tension in a situation.
58. Prepare correspondence, inter-departmental memos and other administrative paperwork not specifically related to inmates.
59. Fill out facility forms (any type of form used in the facility).
60. Identify indicators of gang affiliation.
61. Check visitor passes or passes of non-facility personnel entering and leaving facility/cells.
62. Admit/release visitors, including attorneys, ministers, and inmates' visitors.
63. Screen, and if warranted, search visitors, or their belongings.
64. Supervise contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities.
65. Supervise non-contact visits in order to prevent smuggling of contraband or other unauthorized or illegal activities.
66. Search articles, packages, property, money, etc. left by visitors for inmates.
67. Interpret common street terminology.
68. Respond to emergencies (e.g., call for back-up, activate alarm).
70. Conduct and verify inmate counts against roster, log, photos or computer-listed numbers.
71. Lock and unlock cells/dormitories and other gates/doors within facility.
72. Operate main gate(s) or sallyport(s) leading into and out of facility.
73. Operate and control lights and power for cells/dormitories.
75. Make security rounds/checks of inmates.
76. Conduct security checks (cell fixtures, bars, locks, windows, doors, kitchen equipment, etc.).
77. Conduct facility searches for contraband, weapons, or other evidence of unauthorized or illegal activities.
79. Pat-search inmates.
80. Strip-search inmates.
81. Patrol areas within facility other than housing (for example, halls).
82. Conduct outside/perimeter checks or perform outside/perimeter patrol duty.
83. Investigate disturbances or suspicious activities.
84. Account for facility keys (count keys, verify against key log).
85. Inspect cells/dorms and other areas for cleanliness.

86. Supervise the cleaning of cells/dorms by inmates.
87. Supervise inmate workers in facility areas.
88. Search transportation vehicles for weapons, contraband, narcotics, etc.
89. Document/book evidence.
90. Maintain confidentiality of medical information.
91. Respond to inmate request forms (inmate grievances, medical requests, etc.).
92. Feed/supervise inmate meals in cells or dormitories, verifying tray and/or utensil counts.
93. Release inmates for meals.
94. Supervise inmate meals in dining hall, cafeteria, housing area or food service area, monitor and maintain control, and verify tray and utensil counts.
95. Distribute/supervise distribution of commissary.
96. Provide security for non-inmate workers (for example, maintenance, plumber, etc.) and account for security of tools and equipment.
97. Accompany doctors or nurses during their medical rounds or visits to inmates.
98. "Roll up" inmates for release or transfer.
99. Get inmates up and ready for work details, work furloughs, etc.
100. Get inmates ready for transportation to court, hospital, etc. (for example, ensure proper dress, apply appropriate restraints).
101. Conduct/supervise clothing or bedding exchange.
102. Pass out and account for return of hygiene supplies.
103. Physically subdue or restrain an attacking inmate by yourself.
104. Supervise and monitor behavior of inmates in exercise or recreation room or yard.
105. Select inmates to be designated as inmate workers.
106. Recommend/make inmate work assignments.
107. Physically subdue or restrain an attacking inmate with the help of one or more other corrections officers.
108. Open, search, and/or scan/read and log inmates' non-legal mail.
109. Open and search inmates' legal mail (in inmates' presence).
110. Distribute mail to inmates or collect inmates' outgoing mail.
111. Climb one or more flights of stairs.
112. Run up one or more flights of stairs.

113. Run down one or more flights of stairs.
114. Monitor and intervene in disputes between inmates (before a fight occurs).
115. Verbally discourage "horseplay".
116. Respond to inmates' questions or requests.
118. Talk to prior shift to acquire information and later, to oncoming shift to pass on information.
119. Phone or otherwise report count to control, receive the "all clear" for the count.
120. Notify appropriate individual or department regarding repairs/supplies needed.
121. Notify appropriate personnel to inform them of inmate movement within the facility.
122. Report suspicious activity inside or outside facility.
123. Report emergency, such as assault, fire, medical.
124. Answer incoming phone calls, provide appropriate information (e.g., about facility policies, court procedures, individual prisoners, etc.), route calls, or take messages.
125. Answer questions/provide information in person to individuals visiting facility.
126. Search areas for contraband that are not easily accessible (for example, under beds; in, behind, and around large equipment; vehicles, etc.)
127. Communicate via radio, telephone, or intercom with other personnel within facility.
128. Secure inmate in restraint chair.
129. Dispatch help in emergencies or disturbances within the facility.
130. Perform cell extractions.
131. Disarm an inmate armed with a weapon.
132. Make announcements/give information over P.A. or paging system.
133. Communicate directly with court personnel (for example, court clerk) regarding dispositions, appearances, etc.
134. Testify in court.
135. Brief new inmates regarding facility rules and procedures, meal schedules, etc.
136. Talk with inmates via intercom (for example, in holding or isolation cells).
137. Handcuff a non-resisting inmate.
138. Handcuff a resisting inmate.
139. Apply restraint devices such as leg irons, travel chains, belly chains, leather restraints, etc. to a resisting inmate.

140. Perform paperwork necessary for "time served" releases.
141. Notice subtle changes in individual inmate behavior patterns.
142. Pursue inmates on foot (running).
143. Walk or stand for long periods of time.
144. Run to the scene of a disturbance or emergency.
145. Operate electronic gates, doors or locks.
146. Physically subdue or restrain a resisting inmate by yourself.
147. Physically subdue or restrain a resisting inmate with the help of one or more other corrections staff.
149. Physically separate two fighting inmates with the help of one or more other corrections officers.
150. Defend yourself against an inmate armed with a weapon.
152. Carry heavy objects (for example, disabled or unconscious inmate or piece of equipment).
153. Lift heavy objects (for example, disabled or unconscious inmate or piece of equipment).
154. Drag heavy objects (for example, disabled or unconscious inmate or piece of equipment).
155. Push hard-to-move objects by hand (for example, piece of equipment).
156. Pull yourself up over obstacles.
157. Jump over obstacles.
158. Instruct/train inmates in the safe use of tools, equipment and safety procedures and guidelines.
160. Assist in search for missing/escaped inmates inside the facility.
161. Examine visitor I.D. and compare to visitor authorization forms prior to admitting visitor.
162. Determine visitors' purpose and issue passes/badges to visitor, if appropriate.
163. Store and/or log visitors' property.
164. Observe the work of other facility personnel and give feedback directly to the individual.
167. Watch for indications of illegal activity or disturbance inside or outside the facility in poor or dim light.
168. Perform CPR.
169. Apply first aid other than CPR.
170. Investigate accidents or crimes that occur within the facility (interview witnesses and suspects, etc.).
171. Make arrests or charge inmates who commit crimes within the facility.

172. Attend and participate in training programs, classes, and seminars.
173. Operate manual gates, doors, or locks.
174. Attend staff meetings or confer with supervisors concerning facility operations/functions.
175. Type reports, forms, correspondence.
178. Extinguish or help extinguish fires.
179. Perform emergency evacuation of inmates.
180. Read internal memos, correspondence, reports, and e-mail.
181. Read daily journal/log.
182. Read facility rules, procedures, and regulations.
183. Read court documents and other legal documents (for example, penal codes).
185. Informally counsel inmates (for example, regarding conduct, discipline, etc.).
186. Counsel inmates to defuse crisis situations.
190. Give assignments and/or instructions to other corrections officers or to detention facility support personnel.
192. Coach, train, or assist in training other facility personnel.
194. Supervise inmates receiving haircuts or cosmetology services.
195. Recognize homosexual behavior.
196. Gather information necessary to effect administrative and disciplinary transfers of inmates.
197. Identify contraband.
198. Seize contraband.
199. Preserve contraband.
200. Dispose of contraband.
201. Identify evidence.
202. Seize evidence.
203. Preserve evidence.
204. Isolate and preserve crime scene.
205. Secure and segregate inmates who commit crimes in the facility.
207. Confiscate inmate possessions considered contraband on your own authority.
208. Establish inmate informants.

- 209. Gather information from inmates about conflicts or personal problems.
- 210. Apply “progressive inmate discipline” (type of discipline based on offense).
- 212. Make suggestions regarding changes in policies, procedures or rules.
- 215. Monitor inmate behavior and/or facility via closed circuit television.
- 216. Prevent unauthorized inmate communications.
- 218. Verify identity of officer picking up or delivering inmate.
- 220. Advise inmates on institutional regulations, services and sources of information.
- 224. Recognize behavioral characteristics of potentially violent inmates.
- 225. Identify behavior indicative of inmates suffering from mental health conditions and take appropriate action.
- 226. Observe inmates suffering from alcohol or drug withdrawal and act accordingly.
- 229. Conduct on-the-job training for new corrections personnel.

**SECTION H. ADULT CORRECTIONS OFFICER SUPPLEMENTAL CORE COURSE
(SUPPLEMENTAL TO POST BASIC ACADEMY)**

The Adult Corrections Officer Supplemental Core Course (Supplemental to the Peace Officer Standards and Training (POST) Basic Academy) is designed for the adult corrections peace officer who:

1. has successfully completed the POST Basic Academy Course for law enforcement officers;
2. completes this course after the POST Basic Academy;
3. is employed primarily as a peace officer as defined in Penal Code Section 830.1; and,
4. has been assigned by the administrator of a local corrections agency to perform the job responsibilities of an adult corrections officer.

This course consists of a minimum of fifty-six (56) hours of instruction in specific instructional objectives. Two hours and 15 minutes of this time entails job knowledge testing and dedicated time to handle logistical aspects of the course, recap information and provide continuity from one instructor to another.

Acknowledgment: Forrest G. Lewallen, Bureau Chief, and Mickey Bennett, Senior Consultant, at the Basic Training Bureau, Commission on Peace Officer Standards and Training provided valuable consultation on the identification of course content for the POST Basic Academy as it relates to the Board's Adult Corrections Officer Core Course. The Board of Corrections greatly appreciates their assistance.

UNIT OUTLINE

Note: Despite the same number of total course hours, the following course specifications are different than the 1994 version of the Corrections Officer Basic Academy Supplemental Core Course. Please review the course content areas carefully and make the necessary adjustments in lesson plans and test questions. Please note change in title as well.

The following outline notes the course units and modules by title and includes the minimum instructional time. The instructional objectives for each module can be referenced in Section D of the Adult Corrections Officer Training Manual.

UNIT 3.0 (2 hours)	CODES, STATUTES AND OTHER LEGAL DOCUMENTS
Module 3.3	Constitutional Rights, Civil Rights, and Case Law (2)
UNIT 5.0 (3 hours)	CLASSIFICATION OF INMATES
Module 5.2	Implications of Classification (.5) Instructional Objective 5.2.3 only
Module 5.3	Gangs and Subcultures in Institutions (2.5) Instructional Objectives: 5.3.9; 5.3.11; 5.3.12; 5.3.13; 5.3.14 only
UNIT 6.0 (1 hour)	CONTRABAND
Module 6.1	Identifying Contraband (1)
UNIT 7.0 (.25 hour)	INTERPERSONAL, TACTICAL AND PRACTICAL COMMUNICATIONS
Module 7.3	Responding to Telephone Calls (.25) Instructional Objectives: 7.3.1 and 7.3.2 only
UNIT 8.0 (5.5 hours)	ASSAULTIVE BEHAVIOR AND RESTRAINT TECHNIQUES
Module 8.9	Mechanical Restraints and Safety Cell (2.5)
Module 8.11	Cell Extractions (3)
UNIT 9.0 (2.75 hours)	BOOKING AND RECEIVING
Module 9.1	Receiving Inmates (.5) Instructional Objectives 9.1.1 and 9.1.4 only
Module 9.2	Booking Inmates (.25) Instructional Objective 9.2.4 only
Module 9.3	Processing New Inmates Prior to Housing (1)
Module 9.4	Orienting New Inmates (.5)
Module 9.5	Issuing Supplies to New Inmates (.5)

UNIT 10.0 **RELEASING**
(2.25 hours)

Module 10.1	Verifying Identity Prior to Release (.5)
Module 10.2	Returning Property Prior to Release (.25)
Module 10.3	Reviewing Bail Bonds (.5)
Module 10.4	Processing Release on Own Recognizance (.25)
Module 10.5	In Custody Releases (.5)
Module 10.6	Time Served Releases (.25)

UNIT 11.0 **MAINTAINING SECURITY**
(4.5 hours)

Module 11.1	Basic Precautions (.5)
Module 11.2	Securing the Facility (2)
Module 11.3	Security Rounds (1.5)
Module 11.4	Counting and Locating Inmates (.5)

UNIT 13.0
(9.5 hours)

Module 13.1	Movement within the Facility (1)
Module 13.2	Supervising Meals (.5)
Module 13.3	Supervising Cleaning of Cells (.5)
Module 13.4	Supervising Recreation (.5)
Module 13.5	Supervising use of the Telephone (.5)
Module 13.6	Disturbances and Disputes (4)
Module 13.7	Progressive Discipline (1)
Module 13.8	Inmate Grievances (.5)
Module 13.9	Manipulation of Staff by Inmates (1)
	Instructional Objectives 13.9.2 and 13.9.6 only

UNIT 14.0 **DISTRIBUTION OF SUPPLIES AND COMMISSARY**
(1 hour)

Module 14.1	Legal Issues (5 minutes)
Module 14.2	Principles and Problems (40 minutes)
Module 14.3	Distribution of Commissary Goods (.25)

UNIT 15.0
(9 hours) **MONITORING PSYCHOLOGICAL AND PHYSICAL HEALTH**

Module 15.3	Suicide Issues (4)
Module 15.4	Indicators of Substance Abuse (2.5)
Module 15.5	Indicators of Physical/Medical Problems (2)
Module 15.6	Assisting Medical Personnel in the Distribution of Medication (.5)

UNIT 16.0 MANAGEMENT OF INMATE WORKERS
(1 hour)

Module 16.1	Selection of Inmate Workers (.5)
Module 16.2	Assignment of Responsibilities to Inmate Workers (.5)

UNIT 17.0 SCREENING AND MONITORING OF VISITORS
(1 hour)

Module 17.1 Legal Issues (.5)
Module 17.2 General Visitation (.25)
Module 17.3 Professional Visitation (.25)

UNIT 18.0 SCREENING AND DISTRIBUTION OF MAIL
(1 hour)

Module 18.1 Legal Issues (10 minutes)
Module 18.2 Processing Non-legal Mail (20 minutes)
Module 18.3 Processing Legal Mail (.25)
Module 18.4 Distribution of Mail (.25)

UNIT 20.0 EMERGENCY PROCEDURES
(10 hours)

Module 20.1 Emergency Planning (2)
Module 20.2 Fire and Life Safety (8)

**ADULT CORRECTIONS OFFICER SUPPLEMENTAL CORE COURSE
(SUPPLEMENTAL TO POST BASIC ACADEMY)**

MINIMUM TIME ALLOCATIONS

Instruct Hours		Tests			
Unit #	Minimum # Hrs/Min.	Job Knowledge Tests	Written Skills Tests	Behavior Skills Tests	
3	2	#1			
5	3	#1	#2		
6	1	#2			
7	.25	#2			
8	5.5	#5 & #2	#3 & #4	#27	
9	2.75	#2			
10	2.25	#2			
11	4.5	#3			
13	9.5	#4	#8		
14	1	#3			
15	9	#4	#10	#29	
16	1	#4			
17	1	#4			
18	1	#4			
20	10	#5		#30, #31, #32, #33	
Total	53.75 hours +	2.25 hours +	No Additional Hours +	No Additional Hours	= 56 Hours